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ABSTRACT

Designed for infusing career development concepts into existing courses or curricula at grades K-3, these learning activities developed by teachers and staff members in the Toledo Public School System cover the following seven developmental areas identified in the Ohio Career Development Continuum: individual and environment; world of work; self; economics; education and training; employability and work adjustment; and vocational decision making. The activities are organized by grade level and then by developmental area. Each activity follows a similar format, which includes broad developmental objectives, more specific behavioral objectives, designated areas for integration, the primary and secondary concepts of the lesson, a description of the activity, a list of media and materials needed, and evaluation. (BH)

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career motivation

ACTIVITIES GUIDE

KINDERGARTEN THROUGH 3RD GRADE

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TOLEDO
PUBLIC
SCHOOLS
1975

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TABLE OF CONTENTS

PREFACE

Grade Level

Kindergarten

1. Developmental Area: Individual and Environment	1
Agriculture	2
Colors in the Rainbow	8
2. Developmental Area: Self	14
Me, Myself, and I	15
3. Developmental Area: Economics	20
The Food We Eat	21
4. Developmental Area: World of Work	26
Me and My Family	27
The Kindergarten Family	32

One

1. Developmental Area: Individual and Environment	37
Thanksgiving	38
Responsibility at Home	42
We All Have to Cooperate	45
2. Developmental Area: Self	48
You and Your Emotions	49
Myself	51
3. Developmental Area: Decision Making	53
Contracts	54
4. Developmental Area: Economics	57
Payday	58
5. Developmental Area: World of Work	61
School Workers	62
City	66
Restaurant	69

Two

1. Developmental Area: Individual and Environment	73
Family Groups Make Community	74
Work for Me	76
Responsibility at Home	79
The Roles of Family Members	82
Pets	84
2. Developmental Area: Self	89
How I Feel	90
Manners	94
Groups and Interaction of Group Members	102
The Concept of Individuality	105
Who Am I?	109
I Am Me	112

3.	Developmental Area: Decision Making	115
	The Effects of One's Own Decisions on Other People . . .	116
	What Would You Do?	119
4.	Developmental Area: Education and Training	121
	Utilization of Health Information, Services, and Products	122
	Growing Up in My Environment	124
5.	Developmental Area: Economics	126
	Money From Jobs	127
	Classroom Economics	129
	The Farm	131
	How We Buy - Consumer Choices	135
6.	Developmental Area: World of Work	138
	Making an Assembly Line Product	139
	Transportation	142
	Goods and Services	146
	School Helpers	148
	All Kinds of Jobs	151
	The Farm	153

Three

1.	Developmental Area: Individual and Environment	155
	School Workers	156
	Economics and the Individual and His Environment	159
	Bringing Horticulture Studies into the Intermediate School Grades	164
	Pollution in Our Environment	166
2.	Developmental Area: Education and Training	169
	Clothing: Source and Use	170
3.	Developmental Area: Economics	176
	Business Simulation	177
4.	Developmental Area: World of Work	180
	Work Families in Environments	181
	Jobs in My Neighborhood	185
	World of Work Family Workers	187
	Turning Your Classroom into a Business	191

PREFACE

Career Education has been defined in many ways by nearly as many people in recent years. Likewise numerous individuals and school districts have attempted to implement their understanding of the meaning of Career Education into their classrooms and curricula.

The TOCMPAC'S (Toledo Ohio Career Motivation Pacs) are Career Education units designed for infusing career development concepts into existing courses or curricula at grades K-3. The units were developed by practicing teachers and staff members employed by the Toledo Public Schools who were enrolled in a Career Education Seminar at Bowling Green State University, taught by the editors, in the spring of 1974. The seminar was initiated by Mrs. Jama Roman, Supervisor of Career Education for the Toledo Public Schools.

The TOCMPAC'S were designed to be consistent with the seven developmental areas identified in the Ohio Career Development Continuum: Individual and Environment, World of Work, Self, Economics, Education and Training, Employability and Work Adjustment, and Vocational Decision Making. Within these areas developmental objectives were written at three levels: awareness, appreciation, or motivation.

More specific behavioral objectives were written to operationalize the developmental objectives. These were categorized under the cognitive domain, affective domain and psychomotor domain.

Activities were then developed to achieve the behavioral objectives. Levels of activities include experience, simulation and vicarious.

Each of the units was designed to be infused and integrated into one or more content areas at the grade level(s) indicated.

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Bowling Green, Ohio
1975

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GRADE LEVEL: KINDERGARTEN

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES-SCIENCE

TITLES: AGRICULTURE
COLORS IN THE RAINBOW

Inter - Disciplinary Unit

Unit on Agriculture for Kindergarten or Grade One

Basic Concepts:

Farmer depends on the weather.
 We must have farm products to live.
 Modern machinery makes farmers' work easier, faster, more productive.
 City people dependent on farmer for food from the country.

Objectives:

Appreciate work of the farmer and how we depend upon him.
 Develop interest in the farm and various activities done around the farm.
 Appreciate growing plants and work required to produce food.
 Develop awareness of different kinds of plants and what they produce for us.
 Develop awareness of food required to feed animals, too.

Length of time: Month of May

Day 1

- A Have pictures of farm buildings and equipment around on walls with things labeled (pictures available from Sherman School library).
- B Have miniature farm set up in room (toy) with machinery and some animals. Ask, "Does anyone notice anything new in our room today?"
- C Vocabulary

hay	corn	wheat	truck farm
corn crib	alfalfa	silo	fertilizer
- D Discuss farms and farmers, work and pleasures of farming
- E Read Ten Big Farms (Dahlor-Ipcar; available in Sherman library).
- F Film strip 630-1-F
 "How We Get our Food"

Day 2

- A Review vocabulary and pictures
- B Sing "Old Mc Donald's Farm"
- C Movie (available from Tol. Bd. of Ed.)
"The Truck Farmer" 631.1 1B
- D Have samples of corn, wheat, flour, oats and any other grain products.
- E Each child should sample dry cereals made from these grain products such as bran flakes, corn flakes, rice krispees, oat flakes, etc.
- F Take nature walk around neighborhood to check growth of grass, plants, trees, flowers, etc.

Day 3

- A Review vocabulary of grains. Discuss products made from them.
- B Plan breakfast of cooked cereals. This is an excellent opportunity to have room mothers or volunteer mothers help in the project. Arrange to have various cooked cereals available for children to taste with milk and sugar. Try oatmeal, hominy, wheatena, etc.
- C Discuss 4 things a plant needs to grow.
- D Plant 5 boxes of similar seeds. Deprive each box of 1 thing; have 5th box with ideal conditions.
- E Discuss farmer's job and his responsibilities to animals, family, and society.
- F Read "The Farm Book."
- G Teacher should prepare and grow: lentil forest, white potato plant, pineapple plant (from top), and carrot fern.

Day 4

- A Have teacher, parents, and children participate in preparing breakfast of cooked cereals. (this could also include mush, rice, and corn meal)
- B Review types of grain plants and vocabulary
- C Discuss nutritive value of field crops. What is made from various crops? What do we like to eat?
- D Film strip "Some Plants Grow from Seeds" (Available from Sherman library)

Day 5

- A Each child plants container of seeds such as: lettuce, radish, beans, zinnias, or marigolds.
- B Discuss length of time it takes seeds to sprout and grow.
- C Start chart for plant growth.
- D Check 5 planters previously started.
- E Review vocabulary of farm terms.
- F Plan for trip to farm.

Day 6

- | | |
|---|---|
| <p>A Visit to farm
 Old McDonald's Farms
 Kenneth Iott
 1450 Rauch Road
 Ida, Michigan or
 1-856-1434
 50¢ for farm
 25¢ for hayride</p> | <p>Carl Jaessing
 Perrysburg-Holland Rd.
 865-2076
 \$5.00
 Make reservations early</p> |
|---|---|

Day 7

- A Draw pictures of farm visit after discussion.
- B Write experience story of farm visit (group activity).
- C See film strip "Supplying Food for the Citizens."
 (From Sherman library)
- D Check seed containers children planted.
- E Plot growth on chart.
- F Check 5 control containers.

Day 8

- A Bring in flat of flowers (before being individually
 potted). Show children how to separate flowers. Have
 each child pot 1 or 2 plants into container to be
 readied for gift for Mothers' Day.
- B Film strip "You and Your Food."
- C Check 5 control containers.
- D Plot chart for children's containers of seeds.

Day 9

- A Check and water flower containers.
- B Take walk around neighborhood again to check progress of
 trees, grass, flowers, etc.
- C Film strip "From Farm to Table" (available from our
 library).
- D Discuss what farmers do for animals they have: Food,
 shelter, health care, water.
- E Plot growth on chart.
- F Check 5 control containers.
- G Read Follow Me Around the Farm.

Day 10

- A Check and water flower containers.
- B Check control containers.
- C Plot growth chart.
- D Film strip "The Farmer" 630.1-2-A.
- E Movie "Summer on the Farm" 525.5-4 (Tol. Bd. of Ed.)

Day 11

- A Make bread in class. Again, this would be a good place to get parental participation. However, if it is not available, this project can be done alone. Can make whole wheat bread, white bread, rye bread, and corn bread. Will probably have to get permission to use at least the kitchen ovens of the Home Ec. Department, if not the whole kitchen. Children can help measure, sift, and knead during the process. Good opportunity to stress cleanliness required in kitchen and of handlers.
- B Check seed boxes. Plot growth.
- C Check and water flower containers.
- D Movie "Wonderland of Bread" (633.1-4 Tol. Bd. of Ed.).
- E Taste samples of bread they made in class.

Day 12

- A Check seed boxes. Plot growth.
- B Check and water flower containers.
- C Movie "Winter on the Farm". (525.5-6 Tol. Bd. of Ed.)
- D Children should have taste of samples of various ethnic breads. It would be ideal if parental participation could be used here with parents of various ethnic backgrounds presenting breads characteristic of their country. If parental participation is limited or unobtainable, teacher should make effort to get samples of ethnic breads. i.e. Syrian, Mexican, Jewish (challah) Russian, French, Italian, etc.

Day 13

- A Check seed boxes, Plot growth.
- B Check and water flower containers.
- C Movie "Cattle and the Corn Belt" (917.3-3 Tol. Bd. of Ed.)
- D Show pictures of and discuss greenhouses; their use, how built and controlled, why named, etc.

Day 14

- A Visit to Toledo Board of Ed. Horticulture Center on Detroit Avenue.

Day 15

- A Discussion of visit to greenhouse.
- B Experience story (group activity) of trip.
- C Draw picture of visit to greenhouse.
- D Check seed containers. Plot chart.
- E Check and water gift flower containers.
- F Read A Seed is a Promise by C. Merrill.

Day 16

- A Check seed boxes. Plot growth.
- B Check and water flower containers.
- C Discuss farmers' jobs in spring.
- D Take walk around school block again and note changes in trees, flowers, gardens, etc.
- E Read The Busy Barn.

Day 17

- A Check seed boxes. Plot growth.
- B Check and water flower containers.
- C Teacher should bring in samples of about 5 different kinds of fresh vegetables (with tops or roots if possible). Children should be able to see, touch, and taste raw vegetables such as peas, carrot, lettuce, potatoes, turnips, cauliflower, etc.
- D Discuss nutritive value of vegetables. Discuss school lunches and balanced diet offered.
- E Film (repeat) "The Truck Farmer."

Day 18

- A Check seed boxes. Plot growth on chart.
- B Check and water flower containers. By this time these may have been decorated and distributed to mothers.
- C Discuss exotic fruits and vegetables we cannot grow in our area: i.e. coconuts, oranges, bananas, limes, pineapple, avacados, etc.
- D Teacher should bring in samples of the above fruits for children to taste.
- E Film strip "Food Comes from Many Lands."

Day 19

- A Check seed boxes. Plot growth on chart.
- B Draw picture of some of the fruits tasted yesterday.
- C Discuss nutritive value of fruits.
- D Read The Great Big Animal Book.
- E Movie "Autumn on the Farm" (525.5-5 Tol. Bd. of Ed.)
- F Film strip (repeat) "From Farm to Table."

From this point animals can be stressed. The teacher would develop a unit stressing animals of the farm in much the same way as the agriculture unit was done.

Another ideal activity for children of this age would be to plant a small garden about May 20th to be able to experience actually working in the ground. Unfortunately school communities differ, and not many schools could manage to keep outsiders out of the garden plot and the work of the young gardeners would be wasted effort. The children would be disappointed and frustrated. Perhaps parental cooperation could be invited with the youngsters being allowed to have a small garden at home in his own yard, if home conditions permitted.

Another problem encountered in planting a garden at school would be the problem of harvesting a crop before school would be dismissed for the year. Only in very stable communities would such a project show fruit. The project could be carried on throughout the summer if teacher and participants lived close enough and if the community would allow such a project.

Perhaps a beautification program for a very small plot near or on the school property might be more feasible, using inexpensive bedding plants to plant around the building entrance, or around a few trees or in a small bed.

If the school were located near enough to a grocery store, a trip there could be incorporated into this project. Jobs and careers in the grocery business could be developed if the farm animal unit was not desirable at this time.

Title: Colors in the Rainbow

Grade Level: Kindergarten

**Framework Component: Individual and Environment
Environments and work**

Developmental Objectives:

- To develop an awareness of color
- To understand the term color
- To understand qualities of warm and cool colors, dark/light
- To develop an appreciation for color
- To develop an awareness of the world and an attempt to beautify it
- To be aware of color around us

Behavioral Objectives:

- To be able to accept responsibility
- To cooperate with others
- To have the ability to identify primary and secondary colors
- To practice visual discrimination
- Given class discussion, the child will be able to associate or
relate certain colors to certain occupations
- To know how to reproduce a color by properly mixing other colors

Integration: Science - Social Studies

Lesson One

Primary Concepts: Color is a part of life
Learn to enjoy the variety of colors

Secondary Concepts: To be aware of color around us

Activities:

1. Read the story Red Light, Green Light by Golden MacDonald.
This is a book on safety and may lead into a discussion of helpers in the area of safety such as the school patrol, policeman, etc.
2. Read the story The House of Four Seasons by Roger Duvoisin
A follow-up would be to discuss where different people live and the different types of jobs in different places such as city jobs - country jobs.
3. Use colorful bulletin boards
Suggested titles: See our colorful helpers (each occupation being represented by a different color)
Our Color Train
Policeman Bob Says Learn Your Colors
4. Use the story Little Bird - A Little Library Book
Record and Story Book by Columbia
Discuss self-individuality
5. Learn the song and game "I'm Selling Lollipops" from Games to Play in Early Childhood by Ada Stephens (relate this to the story).
6. Have the children draw a rainbow and color themselves under the rainbow.
7. Assign children to a special color table and have them make one of the helpers displayed on the bulletin board representing a specific color.
8. Children choose their favorite color and cut out pictures from magazines representing that color. Discuss magazines, how they are made, and where we get them.
Let the children do spool printing for a follow-up activity.
9. Discuss the use of crayons, how they are kept, where they come from, and their job of taking care of them.

Media and Materials:

Books
Record
Record Player
Bulletin Board
Magazines
Art activity materials: paper, crayons, paste, scissors
Work Samples
Identify color tables by tying colored yarn to the tables
Lollipops

Lesson Two

Primary Concept: To understand the item color

Secondary Concept: To practice vis-al discrimination

Activities:

1. Read the story Mr. Bunny Paints the Eggs, by Lee Maril
Discuss painting as a job or hobby and how paint changes things such as houses, stores, cars, etc.
2. Play the color ball game. The children sit in a circle. A basket is placed in the middle of the circle. The children name the color and then try to get the ball in the basket. If they get the ball in the basket they get to choose another color. Discuss how to aim the ball and some related jobs grown-ups have. For example: basketball, football, golf, tennis, photography, etc.
3. Have children tell their favorite color and then let them make a car out of that color. After they are finished let them role play as to where they might go in their cars. Examples: to work (where or what job), to school, on a trip, etc.
4. Play the game Happy-Jack-a-Dandy found in the book Games to Play in Early Childhood by Ada Stephens. Lollipops are used. One is hidden and another tries to guess which color is missing.
5. Have the children make a traffic light to take home. Discuss ways they can help the safety guards and the policemen. Talk about Amber and Safety Elephant who has a happy face when every one is safe, but a sad face if anyone gets hurt on the way to or from school.
6. Have a Policeman visit the classroom. He always tells the children how a policeman dresses, and reminds them to be alert and never to go with strangers. He teaches them a secret policeman's handshake for all his little helpers at school.

Media and Materials:

Book

Lollipops

Color Balls

Art Materials: construction paper of assorted colors, scissors
crayons

Basket

A scheduled visit by a policeman

Evaluation:

Each child brings his box of crayons to the teacher's desk one at a time. First the teacher asks him to point to each color, then he is to name each color for himself.

Evaluation:

Dismiss the children to go in line by the colors they are wearing. For example: "All the children wearing something blue may go get their coats on."

Give all the children different colors and have them sit in a circle. When you call out a color, the children with that color stand up. Relate color to color helpers. For example: "All the children wearing the same color as policeman Bob may get their coats."

Lesson Three

Primary Concept: To understand qualities of warm and coll colors, dark/light
To know how to reproduce a color by properly mixing other colors

Secondary Concepts: To be able to accept responsibility
To cooperate with others
To develop an awareness of the world and an attempt to beautify it
To develop an appreciation for color

Activities:

1. Tell the story "Little Duckling Tries His Voice" from Kit A Ginn Language Series (Large picture card and four small picture cards) Discuss where the duck lives and some of the jobs on the farm.
2. Have color days where certain colors are pinned on the children as they enter the room.
3. On a certain day pin one color on half of the children and another color on the other half. Then have them do some finger painting mixing the two colors. Discuss mixing colors of paint, colors of clothes.
4. Have Puppet Playmates in the room. These are cardboard puppets large enough for the children to wear. They have a hole for their head and holes for their hands. Some of the sets are: fireman, policeman, nurse, doctor, space explorers, etc.
5. List the colors found in nature and ways we can help to keep them beautiful. Example: stay off the grass, water the flowers, never play with matches (Smokey the Bear), don't be a litter bug.
6. Use food coloring and water to mix colors. Example: red/yellow
7. Discuss colors related to the out-of-doors and special colors for special jobs. Example: animal colors, team sport colors, school colors, job colors, etc.

Media and Materials:

Kit A Ginn Language
Food coloring, water, glass jars
Puppet Playmates for oral language development put out by Instructo
Art Materials: Finger paints, paper, construction paper
Chart Paper

Evaluation:

Children in kindergarten are very impressionable and willing to try most things. Earlier in the year children have difficulty drawing themselves as suggested in Lesson One, Activity Six. An alternate might be to have a picture of a girl for each girl in the class, and a boy for each boy in the class that they could just paste under their rainbow. The book entitled The House of Four Seasons is very good and the children like it, however this story would need to be used later in the year when their attention span has increased.

The children love the ball game and also the Puppet Playmates. The Policeman's visit is remembered all year by the children and a cherished experience. Mixing colors is fun and enlightening as they experience a new concept. A good follow-up to this would be to color Easter eggs with the children, letting the colors mix together.

GRADE LEVEL: Kindergarten

DEVELOPMENTAL AREA: Self

INTEGRATION AREA: Social Studies

TITLE: Me, Myself, and I

Title: Me, Myself, and I

Grade Level: Kindergarten

Framework Component: Self

Developmental Objectives:

- To become aware of who you are
- To develop an awareness that everyone changes physically as he grows
- To develop an awareness that everyone changes intellectually as he grows
- To become aware that younger children cannot do the same things they can do
- To become aware of similarities and differences of people in their physical appearance
- To become aware that individuals are unique

Behavioral Objectives:

- To be able to tell what you look like and how tall you are
- To be able to tell some of the things you are able to do now as compared to what a baby does
- To be able to tell how you can help at home and some of the things you most like to do
- To know where you fit in your family
- To know that you are different than anyone else
- To share, take turns, etc., willingly

Integration: Social Studies

Lesson One

Primary Concept: To become aware of who you are

Secondary Concept: To be able to tell how you look, how tall you are, and how you have changed

Activities:

1. MM entitled The Most Important Person using the set entitled Identity
2. MM 130 entitled Who Am I? (concept of self)
This is from the career curriculum guide
The filmstrips included are: The joy of being you
Nothing is something to do
People Packages
All kinds of feelings
Do you believe in wishes
3. Draw a picture of yourself
Let the children look at themselves in the mirror
Discuss different colors of eyes, hair, etc.
4. Measure the children's heights on Jimmy Giraffe which is a Hallmark card that may be purchased at a store

Media and Materials:

Filmstrips and Projector

Art Materials: paper, crayons

Giraffe card or make a measuring chart to hang on the wall

Lesson Two

Primary Concept: To become aware of the similarities and differences of people

Secondary Concept: To become aware that younger children cannot do the same things you can do
To be able to tell some of the things you are able to do now as compared to when you were a baby

Activities:

1. MM entitled The Most Important Person
The set on attitudes and feelings is very good
2. Peter's Chair by Keats
3. Play the game Doggie, Your Bone is Gone in the book Games to Play in Early Childhood
Discuss different voice sounds

Media and Materials:

Filmstrips and Projector
Tape Recorder
Book
Eraser

Lesson Three

Primary Concept: To become aware that individuals are unique

Secondary Concept: To know that you are unique and important

Activities:

1. Read The Snowy Day by Keats
2. Read Where the Wild Things Are by Sendak
3. Read Magic Michael by Louis Slobodkin
4. Play Beckoning Game and Calling Name Ball Bounce found in the book Games to Play in Early Childhood
5. Let each child tell a story about himself

Media and Materials:

Books
Ball

Evaluation:

The children really enjoy the filmstrips entitled The Most Important Person. The filmstrips are very short and to the point. They would be excellent to use at the beginning of the year. One of the books I used is seasonal and it would be best to read The Snowy Day in the winter when the children can relate to it better. Having the children tell stories about themselves works out if you have several guidelines to follow and some suggestions of what they might say, especially if this unit is done at the start of the year. If the Calling Name Ball Bounce game is used, it has to be used after the children become familiar with their friends so that they know all their friends' names.

GRADE LEVEL: Kindergarten

DEVELOPMENTAL AREA: Economics

INTEGRATION AREA: Social Studies

TITLE: The Food We Eat

Title: The Food We Eat

Grade Level: Kindergarten

Framework Component: Economics

Developmental Objectives:

Children begin to understand that people help them get essential foods

Children begin to perceive that other people's efforts bring them
things they want

Many people and activities are necessary for them to get food

Children recognize their dependence on others

Children become aware of how they are a part of the economic structure

Behavioral Objectives:

To be able to tell how people help get the food

To be able to tell what is needed for food to grow

To experience planting and growing

To be able to discuss money, costs as related to jobs

To know that it takes many people working together to produce things

Integration: Social Studies

Lesson One

Primary Concept: Children begin to understand that people help them get essential foods

Secondary Concept: To be aware that it takes many people to get the seed from the ground to our house

Activities:

1. MM 142 - entitled The Foods We Eat
 Filmstrips included are: How we get bread
 How we get milk
 How we get meat
 How we get poultry and eggs
 How we get fruit
 How we get vegetables
2. Kit A Ginn Language
 Unit 10 entitled The Three Markets
 Includes: The Fruit and Vegetable Market
 Learning about Fruits and Vegetables
 The Supermarket and the Corner Grocery
 Discussing Foods
3. Have the children plant some seeds, care for them, and watch them grow

Media and Materials:

Filmstrips and Projector
 Kit A Language
 Containers to plant in, seeds, potting soil

Lesson Two

Primary Concept: To become aware that other people's efforts bring them things they want

Secondary Concept: To be able to tell how people get food

Activities:

1. Singing Game entitled Oats, Peas, Beans as found in Games to Play in Early Childhood by Ada Stephens
2. FS 5 and 6 entitled How We Get Our Foods
Listed in Career Curriculum Guide
Filmstrips included are: The Story of Milk
The Story of Bread
The Story of Fruits and Vegetables
The Story of Meat
3. Read the book The Little Red Hen - FS 144 McGraw-Hill Book Co.,
Primary Grade Stories
4. Discuss the school lunch program
5. Take a trip to Farrell's Ice Cream Parlor and the Franklin Park Mall
Discuss where their money goes when they buy ice cream

Media and Materials:

Piano
Filmstrip and Projector
Book
Bus Trip
Collect money from children

Extra Activity

SVE Picture Story Study Print Set
Supermarket Helpers
8 pictures in the set

Lesson Three

Primary Concept: Children become aware of how they are a part of the economic structure

Secondary Concept: Children recognize their dependence on others

Activities:

1. Take a pretend trip to the store with five cents to spend. Discuss what we would buy, how did the items get to the store, etc.
2. Read the story entitled The Five Pennies by Barbara Brenner.
3. Have the children bake cookies including mixing the dough, measuring, putting them on the cookie sheets, baking, and eating.
4. Discuss planting after it has been done in Lesson One. How did it grow? What happens to it after it has grown? How does food get from the ground to the store? etc.
5. MM Basic Economic Concepts
Career Curriculum Guide
Filmstrips included are: The work we do
The things we make
The money we earn
The things we buy
The rules we follow
What our taxes do for us
The services we buy

Media and Materials:

Book

Cooking materials: bowls, recipe, ingredients, cookie sheets, oven, wax paper, etc.

Filmstrips and Projector

Evaluation:

I was not able to try the filmstrips, and while they sound good they really would need to be previewed. The children especially liked the trip to Farrell's Ice Cream Parlor and the baking of cookies. They always enjoy the story of the Little Red Hen. Another follow-up which I did not mention in regard to economics would be the discussions that take place each year regarding collections. Children especially relate to collecting food at Thanksgiving. They understand and like to bring food, knowing that it will be given to someone who needs it.

GRADE LEVEL: Kindergarten

DEVELOPMENTAL AREA: World of Work

INTEGRATION AREA: Social Studies

TITLES: Me and My Family
The Kindergarten Family

Title: Me and My Family

Grade Level: Kindergarten

**Framework Component: World of Work
Varieties of Work**

Developmental Objectives:

- To develop an awareness of who the members of our family are and what they do
- To develop an appreciation for what father does
- To develop an appreciation for what mother does
- To understand that each family is different and family members have different jobs to do
- To develop an appreciation for varieties of jobs and to begin to understand their functions

Behavioral Objectives:

- To be able to tell what dad does as part of the family
- To be aware of different jobs and be able to list some of them
- To know places people work, what they wear, and some of the things they do
- For the child to be able to tell something that he does at home as part of the family

Integration: Social Studies

Lesson One

Primary Concept: Who are the members of the family

Secondary Concept: What does mom do as part of the family
What does dad do as part of the family

Activities:

1. Study Prints - A Family at Work and Play
2. Use the record entitled "The Mulberry Bush" which tells some of the things mom does. Children can role play the activities
3. FS 20 - From Career Multi-Media Center
Title - Where our Daddies Work
4. Discuss what a family is and what mom and/or dad do
5. Read the story Are You My Mother? by Eastman

Media and Materials:

Study Prints
Record and Record Player
Filmstrip and Projector

Lesson Two

Primary Concept: To understand that each family is different and family members have different jobs

Secondary Concept: For the child to be able to tell something that he does at home as part of the family

Activities:

1. Review what a family is and then discuss some of the families in the classroom. Let each child tell who the members of his family are.
2. Use the Multi Media set entitled The Most Important Person
Discuss some of the jobs moms and dads might have
Have the children go home and ask their moms and dads what jobs they do
3. Role play dad's jobs and mom's jobs
4. Have each child draw his family
5. Use chart paper and list each child's name
Let each child tell something he does at home to help out

Media and Materials:

Filmstrips and Projector
Chart paper
Art Materials - paper, crayons

Lesson Three

Primary Concept: To develop an appreciation for varieties of jobs and to begin to understand their functions

Secondary Concept: To know places people work, what they wear, and some of the things they do

Activities:

1. **Fs 4 True Book Community Helpers**
Career Materials Center
Filmstrips included are: Airports and Airplanes
 Health
 Houses
 Policemen and Firemen
 Our Post Office
 Schools
2. **Play the Mr. Policeman Game as found in the kindergarten manual**
3. **Use Kit A Language by Ginn - Unit 13**
The title is People Who Help Us and includes: learning about
helpers, discussing helpers, associating helpers with their
work, and reviewing helpers

Media and Materials:

Filmstrips and Projector
Kit A by Ginn

Evaluation:

Discussing the family is an easy task at the kindergarten level because children relate to their family very easily. The study prints as suggested in Lesson One are liked by the children. Any kind of visual picture tends to keep the child's interest. When asking the children to tell the members of their family in Lesson Two, this was hard for some of them to do. Some of them come from very large families. Drawing their family was difficult for them, and some of them just drew the faces of the family members. The children just love The Most Important Person series. These films are short and very good. The Kit A material is good and could be extended over a longer period than originally anticipated.

Extra Activities

Books This is My Family
 My Little Brother
 These are found in The Little Owl Set by Holt, Rinehart, and Winston, Inc.
 Ask Mr. Bear by Marjorie Flack
 The Biggest Family in Town by Helen Hoke

Picture Story Study Print Set

8 pictures Family Visits the Zoo
 Leaving for School
 Family Shopping for Shoes
 Mother Works in an Office
 Father Works in Printing Plants
 Fun on a Playground
 Family Activities at Home
 Family Responsibilities

Book The Giant Nursery Book of Things That Go by George J. Zaffo

Title: The Kindergarten Family

Grade Level: Kindergarten

Framework Component: The Individual and Work

Developmental Objectives:

- To develop an awareness of what work is.
- To know that each job is important in its own special way.
- To learn that you work as a kindergarten family, learn as a family, and grow as a family.
- To become aware of the importance of good manners in work and play
- To learn the importance of working together.
- To understand why people work
- To be aware that working is staying healthy
- To learn that work is a necessity

Behavioral Objectives:

- Taking turns
- Taking care of one's own property
- Working together
- To enjoy working
- To try a variety of things
- To exercise and work to keep one's body healthy

Integration: Social Studies

Lesson One

Primary Concept: What is work
Why do people work

Secondary Concept: Try a variety of things

Activities:

1. Read the story *Working Wheels* found in the *Kin/Der Owl Books* by Holt, Rinehart, and Winston. Discuss what work is and then let each child make a wagon to take home. Children can also draw pictures of working tools that have wheels such as a wheelbarrow, etc.
2. Play follow the leader and let the children take turns being the leader.
3. Read the story *Caps for Sale* by Esphyr Slobodkina. Discuss his job and related selling jobs.
4. Use the Multi Media Kit entitled *Getting Along in School*. The filmstrips included are:
 - Being On Time
 - Doing Things for Yourself
 - Taking Care of Things
 - Working with Others
 - How Quiet Helps
 - Listening and Following Instructions

MM 192 - Found in the Career Film Guide

Media and Materials:

Books

Filmstrips and Projector

Record Player

Art Materials: paper, paste, crayons, scissors

Lesson Two

Primary Concept: To know that each job is important in its own special way

Secondary Concept: To learn to take turns
To take care of ones own property
To work together

Activities:

1. **Free Play Time**
Children use the Playhouse Corner and discuss jobs mothers and fathers do
Children build things with blocks such as houses, stores, bridges, etc. Discuss who some of the people are that help build and design things
2. Make a helpers chart with jobs listed. The children take turns doing the jobs such as the duster, sweepers, door leaders, etc.
3. Children discuss the fish in the room, where they came from, etc., and they name the fish. They take turns feeding their new friend.
4. Use the filmstrips entitled "The Adventures of the Lollipop Dragon". This series includes the following:
 - How the Lollipop Dragon Got His Name
 - Avoiding Litter
 - Working Together
 - Care of Property
 - Taking Turns
 - Kindness to animals

MM 99 - MM 134 Career Film Guide

Media and Materials:

Filmstrips and projector
Playhouse corner including furniture, dolls, dresser, ironing board, doll bed, dishes, etc.
Fish and Aquarium
Chart Paper

Lesson Three

Primary Concept: Work is a necessity

Secondary Concept: We learn through work
Working is staying healthy

Activities:

1. Use the Fun and Fitness Record by Bowman
This record includes exercises children enjoy very much with clever titles
2. Multi Media Kit entitled "Little Things That Count"
Filmstrips included are as follows: The Busy Bees
Lucy Learns to Share
Try, Try Again
One Rainy Day
Jim Learns Responsibility

MM 4 - Career Film Guide
3. Multi Media Kit entitled "How do I Learn?"
Filmstrips included are: What Next?
Who's Afraid?
Do You Forget?
Making Mistakes
Figuring Things Out

MM 131 - Career Film Guide
4. Sing Mulberry Bush Song
Discuss jobs our mom's have and those children have
What would we do if we didn't get our jobs done or mom didn't get her jobs done
What would our room look like if we each didn't do our part?

Media and Materials:

Record of Mulberry Bush
Fun and Fitness Record
Record Player
Filmstrip and Projector

Evaluation:

Children enjoyed this unit and could relate well to it. The Lollipop Dragon filmstrips and posters are excellent. They especially like the story Caps for Sale. The Fun and Fitness is very good also. I didn't try all the filmstrips from the Career Development Center, but I hope to make more use of them next year.

Extra Activity

Book What Do People Do All Day by Richard Scarry

GRADE LEVEL: One

DEVELOPMENTAL AREA: Individual and Environment

INTEGRATION AREA: Social Studies

TITLES: Thanksgiving
Responsibility at Home
We All Have to Cooperate

Title: Thanksgiving

Grade Level: One

Framework Component: Individual and Environment

Developmental Objectives:

An awareness of differences between now and pilgrim ancestors
 Meaning of Thanksgiving
 Origin of food and process from start to table
 Various people involved in preparation of meal
 Comparison of great ancestors to his family

Behavioral Objectives:

Given a discussion of Thanksgiving, the child will be able to cite two reasons why we have Thanksgiving
 Given a discussion of Thanksgiving meal, the child will be able to identify three foods served at his traditional Thanksgiving dinner
 Given a discussion of the Thanksgiving food, the child will be able to cite three foods and tell sequentially where they originated from.
 Given a discussion of the first Thanksgiving, the child will be able to cite three instances of differences of foods' origin for the meal
 Given a discussion of Thanksgiving, the child will be able to illustrate two instances of how his great great etc. grandparents prepared food and his family's preparation today.
 Given work task in food preparation of one type, the child will be able to contribute to a list of some of the people involved from food origination to meal on the table

Integration

The basic theme is a comparison of the child's home today at Thanksgiving as compared to his ancestors' Thanksgiving, therefore, Language Arts
 Math is presented in food preparation of bread and butter
 Art is integrated in reproductions of the original Thanksgiving and puppetry.

Lesson

Primary Concept: An awareness of one's environment and individual's concept of Thanksgiving with more meaning and its comparison to one's ancestors' celebration correlating change with some experiences.

Secondary Concept: Realization of various changes from the first Thanksgiving to present correlated to new jobs available.
 How many people are actually involved in raising food all the way to the finished meal.
 A realization of how dependency is of most importance and working together with cooperation.

Activities:

1. Discussion of What Is Thanksgiving accompanied by First Thanksgiving film.
2. Discussion of Thanksgiving at your house accompanied with picture and story chart.
3. Discussion of how great great ancestors celebrated day accompanied with picture and story chart.
4. Construction of Indian-Pilgrim Village; teepees, canoes, peace pipes, Indians, Pilgrims, turkeys.
5. Puppet play reenactment of the Thanksgiving of great great great grandparent and play of our Thanksgiving now.
6. Discussion of the Thanksgiving meal
7. Comparison of where food originated from by tracing various selections, eg., turkeys, potatoes, bread, butter, etc.
8. Listing how many people involved in child's Thanksgiving dinner, eg. mother, baker, grocer, farmer, dairy, etc.
9. Discussing measurement of cups and spoons.
10. Selecting two specifics, ie. bread and butter and deciding on production of.
11. Experiencing baking bread and producing butter with churn.
12. Music relating to Thanksgiving.

Media and Materials

Film Strips: FS #5, 6 How we Get Our Foods
 FS #14 Our Neighborhood Workers
 The Baker
 The Dairyman
 The Butcher
 The Fruits and Vegetable Store

Butter Churn: Source - Instructional Media Center, Bowling Green State University.
 Recipe available at Library

Films: MM 100
 MM 133 Thanksgiving in TumTum
 MM 142 How We Get Bread
 How We Get Milk
 MM 147 Dairy Products Delivery
 Supermarket Workers
 First Thanksgiving Film

Books: Baker
Food Story
Dairy Man
Grocery Store
Thanksgiving

Evaluation:

We did this as a Thanksgiving unit and the children thoroughly enjoyed creating a Pilgrim Thanksgiving Village on a table and chart stories were great. The involvement with making bread and butter was magnificent and the process well worthwhile. The comparison between ancestor feast and their celebration was most rewarding.

Title: Responsibility at Home

Grade Level: One

Framework Component: Individual and Environment

Developmental Objective:

To become aware that all family members including children do some jobs at home that contribute to the family

Behavioral Objective:

The child will be able to recognize that cooperation among family members is necessary in order for the family to function.

Integration: This unit will coordinate with Social Studies and Language Arts

Lesson

Primary Concept: Every family member's job helps us to live together happily

Secondary Concept: Parents have special jobs in the family

Activities: paced one per day

1. Discuss what would happen if people did not assume responsibility in their jobs. Example: doctors did not care for sick, city workers did not collect trash, etc.
2. Ask "What do you enjoy doing most around the house?"
"What do you enjoy least?"
3. What equipment is used in your home to keep it clean and neat?
Make a picture of it.
4. Make an experience chart of chores around the house. Divide jobs up into categories - done by yourself or with others.
5. Draw a picture of each member of your family. Label each person and his job in the family and outside the family.
Make into booklets.
6. Role play daily activities of a family - in the morning, after school, at dinner time, bedtime, etc.
7. Role play good and bad ways to be a good family member
8. Have the children find a picture in a magazine of someone doing a family chore. Make a collage for the room.
9. Play "Here we Go 'Round the Mulberry Bush." Have children insert own chores.
10. Use puppets to act out older sister taking care of younger brother, family helping at dinner time, etc.
11. Show filmstrips What Else Do Fathers Do? and Just What do Mothers Do? Edu. Cast, Inc.
12. Tell the class how your family celebrates holidays, birthdays, etc.
Note differences and likenesses and how every family has fun in their own way.

Media and Materials

Art Supplies

Magazines

Filmstrips and Projector

Books: Mommies at Work - Eric Merriam

Daddies, What They Do All Day - Helen W. Puner

Families Are For People, Children's Press, Division

1224 W. Van Buren St.

Chicago, Illinois 60607

Family Helpers - Hoffman and Hefflefinger

Where Are The Mothers? - Dorothy Marino

A Day With Daddy - Alvin Tresselt

Evaluation:

Hopefully each student at the completion of this unit will realize that within his family he is an important, working part. The child will become aware of responsibilities of his own, around him and have a conception of the word meaning.

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Primary Concept: Every family member's job helps us to live together happily

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Evaluation:

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Title: We All Have to Cooperate

Grade Level: One

Framework Component: Individual and Environment

Developmental Objective:

To develop an awareness of the effect of your actions upon others

Behavioral Objective:

The child will be able to give up his egocentricity as he moves toward being a socialized being.

Integration: This unit will work in with Language Arts and Social Studies Programs

Lesson

Primary Concept: The advantages of working together

Secondary Concept: The concept of what a group is
The benefits of working together

Activities: paced at one per day

1. Act out the story of the Little Red Hen. Moral: Those who do not take part in work do not reap in benefits.
2. Make a mural of spring, all children participating. Divide into groups, some make grass, some make people, clouds, pond, etc.
3. Have children make a picture of one person who helps in a group. (fireman, policeman, baseball player, actor, etc.) Discuss how these workers depend on one another and can not work alone.
4. A machine is a good example of all parts working together. When one part is missing it doesn't work. Take a flashlight and show what happens if you remove the battery, bulbs, etc.
5. Take a "pollution" walk. Have children work together picking up litter around the school yard. When you get back discuss how much you can get done when everyone helps.
6. Show filmstrip "The Parade" from Focus on Self-Development kit, Guide pp. 77-78. Lead class discussion with "What can five people do together than one person can not do alone?"
7. Have the children form a parade with rhythm instruments.
8. Produce a short play for other first grade. Have speaking parts, singing parts, and instrument parts. Discuss how the joint effort makes for a good program.
9. Visit the fire station. See how each engine performs a different task (the pumper, rescue squad, ladder truck, etc.) See how each fireman is responsible for different duties, all working together in harmony gets the job done.
10. Make a picture of "Something I Like to Do in a Group." (Jump rope, play card games, swing, etc.)

Materials and Media:

Books: Two is a Team, Beim, Lorraine
Swimmy - Lionni, Leo
Little Red Hen
The Elephant Herd - Schlein, Miriam

Art Supplies

Litter bags

Props for the play

Permission slips for firehouse visitation

Evaluation:

The child will understand the necessity of working in a group and hopefully the classroom situation will be one of "harmony." After working on the unit my children were definitely more aware of taking turns and of other people's ability to contribute to the classroom situation. I frequently found after this lesson, for instance, that if everyone was trying to talk at the same time, someone would offer the solution, "If we would raise our hands and take turns then we could all hear."

GRADE LEVEL: ONE

DEVELOPMENTAL AREA: SELF

INTEGRATION AREA: LANGUAGE ARTS

TITLES: YOU AND YOUR EMOTIONS
MYSELF

Grade One

You And Your Emotions

Developmental Objective:

To develop an awareness of emotions.

Behavioral Objectives:

The Child will be able to recognize the difference between ineffective responses to stress and change and more effective responses.

Integration:

This unit will be tied into Language Arts and Social Studies lessons.

Lesson:

Primary Concept:

To show that fluctuating emotions are normal.

Secondary Concept:

1. To be prepared to deal with common anxiety.
2. To help the child to learn to cope with stress and change.

Activities: In my classroom I worked with one activity per day.

1. Use puppets and enact a scene between doctor and patient. Have child express feelings of anxiety about going to see the doctor. Encourage the doctor to make recommendations for not being afraid.

Elicit responses for going to the dentist, moving to a new house, when parents go away, etc.

2. Role play people going camping out all night. What things might happen to frighten them? Example: wind, shadows, bugs, noises. Who can think of other times your imagination might frighten you?

3. Discuss, "When Are You Afraid"? "What Do You Do?"
Example: How would you feel if you lost your parents in a department store? What would you do? Cry, find a policeman, run and look for them, etc.

4. Enact a stressful situation given by a child, work out a happy ending as a group.
5. Sometimes we feel: angry, sad, happy, scared, brave - have individual pantomime.
6. Make books about How I Feel, or I Was Happy When _____
Illustrate.
7. Show pictures from set "Emotions", Title: Modes and Emotions
Author, Marie Frost, The Child's World, Inc. Elgin, Ill. 60120.
Ask what might make the child feel the way he looks.
8. Make a chart with four faces and a pointer.



Ask, "How does it feel?" questions.

9. Have children make badges everyday to show how they feel.
"Today I feel Happy so I wear a ".
10. Play "How do you feel?" Have children make a smiling face and a sad face on 2 small paper plates. Paste them together with a dowel stick in between. Teacher asks a question, example:
"How do you feel when someone says he likes you?" Children respond by holding up a face. 
11. Make a chart

A GOOD DAY IS WHEN	
A BAD DAY IS WHEN	

Media and Materials:

Art Supplies - paper, glue, scissors, dowel rod, paper plates, puppets

Books: Angelique - Duvoisin, Janice Umbrella - Yashima, Taro
Quarreling Book - Zolotow

Evaluation:

The child will appreciate and respect other people's feelings. I especially stressed the issue of saying things that would hurt other people's feelings and make them feel bad. I feel one example I can site was an incident out on the playground. During gym time I had the children choose a ball, hula hoop, or jump rope to take outdoors and play with. I was twirling one end of a long jump rope and everytime this one little girl would try and jump she would constantly miss. Well, this other little girl remarked "Why don't you get out of the center you can't jump." After talking about feelings and how some people say things things that make others feel bad I noticed a change on the playground. This same little girl was still trying to jump rope, but this time instead of criticizing her I heard the girls encouraging her everytime she had two or three consecutive jumps. They were even trying to give her some tips on how she might do better. This unit was very worthwhile to my children and my classroom "atmosphere".

Grade One

MyselfDevelopmental Objectives:

To develop an awareness of understanding and accepting one's self.

Behavioral Objectives:

1. The child will be able to provide examples of his own self characteristics and attributes.
2. The child will be able to recognize uniqueness of his own self.
3. The child will be able to differentiate himself from others.

Integration:

This unit will tie in with my language arts and social studies program.

Lesson:

Primary Concept - To accept ourselves as we are.

Secondary Concept - I am the only "me" in the world.

Activities: In my classroom I worked with one activity per day.

1. Begin class discussion by talking about "Feelings, What Are They?" "What Kinds of Feelings Are There?" List on an experience chart.
2. Role play, by having children express how they "Feel" when they are angry, excited, sad, happy, puzzled, etc. Have a guessing game by observing facial expressions.
3. Discuss "Everyone does something good" theme. Have children get up and tell one special thing they can do. Examples: ride a bike, read, do math, color, print.
4. Make a book about "ME", My Home, My Favorite Toy, My Family, My Favorite Food, What I Like To Do Best, A Picture Of Me, etc.

5. Make an experience chart with the group of all things that are unique to individuals (stress only positive attributes) example: boys, girls, tall, short, light skin, dark skin, left handed, right handed.
6. Make a bulletin board about "ME". Have each child make a colleague about himself by cutting pictures from old magazines. Frame it with construction paper and have children try to guess whose colleague belongs to whom?
7. Play "I'm Glad I'm Me". The purpose of the activity is to re-enforce the child's confidence in his worth as an individual. Ask the child to volunteer something good about himself. If he does not readily respond, ask the class, "Who can tell us something good about _____?". If no response is ready, be prepared to supply an idea.
8. Complete the sentence "The Thing I do best is _____".
9. Have children make a "ME" badge. Emphasis on creativity. Each student should recognize and appreciate the differences in ability. Provide several types of materials to be worked with.
10. Make a picture of something they can do now that they could not do in September. (Have the children do this.)
11. Learn song, "I'm Glad That I am Me" - first and second verses. From Developing Understanding of Self and Others - kit American Guidance Service, Inc.

Media and Materials:

Books: I Like To Be Me - Bel Geddes, Barbara Gerdinand, Leaf, Munro

Five Chinese Brothers - Bishop, Clare, Wise

Construction paper, scissors, glue, crayon, beads, trimming, etc. magazines, pencils, writing paper

Evaluation:

The child will appreciate and respect himself. He will have discovered his strengths when asked to name his best thing he can do, the said child will be able to name at least three things.

GRADE LEVEL: One

DEVELOPMENTAL LEVEL: Decision Making

INTEGRATION AREA: Language Arts

TITLE: Contracts

Title: Contracts

Grade Level: One

Framework Component: Decision Making

Developmental Objective:

To develop awareness of decisions.

Individual interests
Expanding interests
Awareness of dislikes
New interests

Behavioral Objectives: (This is established and done over a school year, starting at the beginning.)

1. Given a contract, the child will be able to make a commitment for a day's activity.
2. Given a selection of activities, the child will select an activity interesting to him.
3. Given various materials, the child will investigate new areas of interests.
4. Given participation in discussions, the child will relate to others having the same interests which will form into group activities.
5. Given a contract for a day's activities, the child will relate responsibility paired with contracts.

Integration:

This can be discussed as a career education area in language arts, i.e., stories relating it to art areas through art activities, pictures accompanying stories, collages, making signs for centers, etc.

Lesson

Primary Concept: To develop an awareness of responsibilities of decision making and its importance to the individual child.

Secondary Concept: Developing an awareness for the child of various selections of activities accompanying curriculum areas to meet their level and offer various media to explore for likes and dislikes and exploration for the child.

Activities:

1. Discuss things the children like to do.
2. Make a collage of various activities.
3. Have a pantomime game of various activities acted out.
4. Discuss and chart various type decisions, i.e. what to wear, what to eat, etc., those pertaining to what a child may choose.
5. Have a group discussion about contracts.
6. Issue contracts guiding academic areas for free time or time after work completed. Very useful in center teaching situation. Contract areas--science, writing, math, reading, and a free time, consisting of library corner, art, career education center, puzzle corner.
7. Have class discussion relating how and where contracts are used and purposes they have.
8. Discussion relating importance of responsibilities attached to commitments with contracting students' work.
9. Have children write one sentence stories accompanied with picture about what they like.

Media and Materials:

Old Magazines
Contract Forms
Construction Paper
Any library books pertaining to any type of decision making

Evaluation:

I have done this with my class. The class is set up in centers and this really works great. It gives the children an opportunity of choice, however, it is a guided choice and it eliminates nothing to do time. They really like the responsibility of deciding their extra curriculum and feel important with the obligation of filling out a contract.

GRADE LEVEL: One

DEVELOPMENTAL AREA: Economics

INTEGRATION AREA: Social Studies

TITLE: Payday

Title: Payday

Grade Level: One

Framework Component: Economics

Developmental Objective:

To develop an awareness of responsibilities and working toward a reward or type of satisfaction.

Input - work

Output - reward for completion

Behavioral Objectives: (Set up at the beginning of the year)

Given a group discussion about basic needs of life (i.e. food, clothing, shelter, etc.), the child will paraphrase using his own words, what he may need to survive and how he may attain these needs.

Given a group discussion of why might people work, the child will relay two specific reasons or needs to attain a type of reward.

Given a class discussion about various desirable rewards, the child will be able to describe four rewards.

Given a class discussion of various accomplishments and behaviors, the child will be able to relay in his own words two types of rewards given for these goals, one relaying personal satisfaction and the other economic gain.

Integration: This concept can be related in all subject areas allowing them to be completion goals for reward decided upon.

Lesson

Primary Concept: An awareness of priorities, i.e. responsibilities, completion of goals (work) and reward.

Secondary Concept: An awareness of reward whether material or emotional feeling.

Activities:

1. Prepare a list of jobs parents do
2. Accompanied with a list of why parents work
3. Illustrate one particular accomplishment one can do for own satisfaction.
4. Conduct a class discussion setting up various activities academic and social, which could be established as basis for completion toward earning reward.
5. Prepare a permanent list of final class decisions of goals to be set up per week for completion and rules to be set for class members. Post for children's visibility.
6. Conduct a class discussion with suggestions for "pay day" payments eg. stamps on sheet--accumulate so many for a party once a month or a free Friday afternoon, good guy list by process of elimination, candy bar to workers etc.

Media:

Films: F 165 Why We Use Money

The Fisherman Who Needed a Knife

Multi Media: MN 123 Basic Economic Concepts

Books: Any discussing a good feeling for doing something, rewards, etc.

Evaluation:

We did this through the school year and the children really learned to work and understand a little more about working toward satisfaction and for material reward. They learned to see their room as "theirs" and care for what was in it. Result - good.

GRADE LEVEL: One

DEVELOPMENTAL AREA: World of Work

INTEGRATION AREA: Language Arts
Social Studies

TITLES: School Workers
City
Restaurant

Title: School Workers

Grade Level: One

Framework Component: World of Work

Behavioral Objective:

The child will recognize the importance of people who work for the good of the school.

Integration:

This unit will be used with Social Studies and Language Arts.

Lesson

Primary Concept: How we depend upon school workers to help us.

Secondary Concept: To realize that people go to work to provide themselves with money to buy goods and services.
To be able to differentiate between goods and services.

Activities:

1. Talk about why people work? To earn money to buy goods and services, etc. Explain that most school helpers are paid for their job.
Example: My job is teaching children and I get paid to help you learn.
2. Make an experience chart of things in our classroom that help us learn.
3. Discuss how people help to perform services that are necessary for the classroom to operate. List the service and how we benefit.
Example: Sweeping the floor, so we don't get dirty. Heating our room, so we don't get cold. Fixing our lights, so we can see, etc.
4. What does the principal do for us?
What does the secretary do for us?
What does the school nurse do for us?
What does the teacher do for us?
What does the safety patrol do for us?
5. Now that we know what these people do for us what would happen, for example, if there were no teacher in the room to help you?
6. Have children make different pictures of how they can help out at school, keeping your desk neat, your school yard free of litter, don't mark in books, etc.
7. Ask the principal, secretary, custodian, cafeteria worker and school nurse to visit the classroom and tell the children some of the jobs they do to help our school.
8. Pantomime a job of a school helper. Give each child a card with the name and picture of a helper printed on it. Do not show your card to anyone. Act the way this helper would act if he were doing his work. If the helper is guessed, the one who guesses will be next to act one out, or play "What's My Line" with a panel (children can do all types of jobs in this game).
9. Set up a mini-school room setting and role play different helpers.
10. Make a bulletin board "The Best Helpers" and children can draw self portraits. Discuss why they are the best helpers, example: "We remember the school rules."
11. If I were principal for a day I would _____
(insert other helpers).
12. Play "The Chain Game." Have cards containing the pictures of a school helper. Form a circle by holding hands. The leader will stand in the circle and hold up a card. The leader will point to one child and he must tell one way in which this helper helps us. Each time this card is held up a different way must be given. If a wrong answer is given the child has broken the chain and must stand in the middle. To get out he must answer correctly.
13. Talk about the differences between goods and services. Pass out ditto (taken from Our Working World - "Families at Work" by Lawrence Senesh - Activity Book S.R.A.). Discuss each picture and why it is a good or a service.

14. Discuss people that cannot produce. Example: elderly, hospitalized, babies, etc.
15. Make a chart -
- | People Who Do Useful Work
<u>Service</u> | People Who Make Things
<u>Goods</u> |
|---|--|
| 1. Doctor | 1. Baker |
| 2. Dry Cleaner | 2. Dairy |
| 3. Barber | 3. Farmer |

Materials and Media

"Chain Game" Taken from Spark - by Mary N. Roy

Filmstrips: The School Community - put out by Encyclopedia Britanica
Our Job in School 7724 C-S1
Our School 7722C-S1

Books: What Mary Jo Shared - Udry
About School Helpers - Hoffman and Hefflefinger
Michael is Brave - Helen G. Buckley

Evaluation:

The child will be able to name school helpers and at least two jobs which they perform. Given pictures of goods and services he will also be able to label them correctly. He will have hopefully gained appreciation for the jobs done by school workers and realize that an important reason for working is to earn money.

TITLE: CITY

GRADE LEVEL: ONE

WORLD OF WORK

Developmental Objective:

To become aware of one's work abilities and interests, and used in co-operation.

Sharing
Working together

Behavioral Objectives: (This is done over a period of about four weeks.)

1. Given discussions relating to construction of a building the child will be able to paraphrase three types of jobs and their basic function and which he would like to do to help in the construction.
2. Given a choice of positions offered in construction of a mini-city, the child will be able to decide his own tasks by his interests and abilities.
3. Given situations where the child is exposed to group activities, the child will be able to demonstrate working together with classmates toward and finished product.
4. Given group situation where the child has access to materials, the child will demonstrate sharing these materials with two workers.
5. Given a discussion of importance of working together, the child will be able to relay in his own words two examples of the need of co operation and interdependence.

Integration:

The basic theme of sharing and co-operation among people of varied interests to produce a finished product which can be discussed through language arts area. The idea can be put into actuality through sharing materials in all areas i.e. art, science, math, physical education, music, etc. The use for math in measuring.

Lesson:

Primary Concept: An awareness of ones abilities and interests for working together and being a part of a team to finish a given project.

Secondary Concept: Ability to share materials with members of a group.

Activities:

1. Discussion of various projects i.e. construction a building and various people needed to attain finished product. List responses on a chart.
2. Draw or construct with construction paper, a project of interest to the student and a little paragraph of what his contribution would be.
3. A discussion of sharing and related actual experiences of the children pertaining to things they have actually shared.
4. Role playing situations with experiences of sharing various items paired with given emotional outcomes ex. sad, happy, angry.
5. Visit, if possible, to a site of construction.
6. Group discussion of planning a mini city.
7. Set up a committee organizing various workers and jobs.
8. Actual construction of mini city.
9. Evaluation of city through discussion.

Media:

Films:

F 62 Jobs in the City Construction
 F 63 Jobs in the City Services
 F 162 Why we Need Each Other

Multi Media Kits:

MM 134 Adventures Lollipop Dragon Working Together
 Taking Turns
 MM 132 Getting Along

Any books on construction, services, occupation dealing with construction.

scraps,
 boxes small
 odd small size wooden pieces
 sand
 construction paper
 paint
 paste

Evaluation:

This was done with theme of Langrange school: watch demolition of old buildings and discussed people involved. It worked successfully and children truly enjoyed "hands on" projects with finished product.

Title: Restaurant

Grade Level: One

Framework Component: World of Work

Developmental Objective:

To develop an awareness of the importance of jobs

To workers

To people

To the occupation

To all involved as a whole—interdependence

Behavioral Objectives: (This was done in a period of about four to five weeks.)

1. Given a class discussion and films pertaining to food (groupings) the child will be able to list three major food categories.
2. Given a discussion and listing various sources of food, the child will be able to verbally cite three sources of various foods.
3. Given a list of foods the child will be able to make up a good breakfast, lunch, and dinner.
4. Given a discussion of the operation of a restaurant, the child will be able to cite four various positions or occupations offered in this business.
5. Given a discussion on manners and simulated role playing, the child will be able to demonstrate well manners in an actual experience.
6. Given class discussion relating to an economic unit, the child will earn play money enabling him to order in a restaurant situation.

Integration:

This concept can be tied together with all curriculum, language arts; discussion of various restaurant positions, and manners; math; the concept of money needed to purchase a meal; science, food groups and good meal combinations with nutrition; reading, various interest books; art; illustrations of foods, role playing puppetry for restaurant situations.

What's for Breakfast
Have a Snack

Old Magazines
Various Books
The Baker, The Dairyman, The Farmer, etc.
Casey's Woodward High School
Play Money
Construction Paper and Art Utensils

Lesson

Primary Concept: An awareness of the various occupations involved in the restaurant operation.

Secondary Concept: A development of balanced meals, manners, awareness of money earned to eat out.

Activities:

1. Make a list of as many foods thinkable after viewing a film on foods.
2. Through science begin a grouping of foods, meats, vegetables, fruits, poultry, by making a collage.
3. Discuss the origin of the foods, eg. cheese, milk, beef--cow; bread, flour--wheat.
4. For science discuss what foods are nutritious for meals, i.e. breakfast, lunch, dinner.
5. Subdivide in three groups and have each group prepare a specific meal by cutting up old magazine pictures, and including silverware, napkins, etc.
6. Discuss a restaurant operation. Make a list of various people's jobs involved in the organization of food from the origin to the table at the restaurant. (Eg. farmer--seed--and animals sell to market or restaurant--delivery man--owner receiving--cook--waitress, waiters--to table--customer, to check out--bell boys, clean up.)
7. Role play various situations with job orientations parts, manager, farmer, etc.
8. Discuss how one would act in a restaurant. Role play customer situations in manners.
9. Arrange experience of a restaurant--Casey's--Woodward High example.
10. Group discussion of how to earn money to be able to go to restaurant by points for good work, eg. five points is 10¢ etc.
11. Make up various menus variations with prices.
12. Experience a visit to restaurant.

Media and Materials:

Films: F 66 Jobs in the City Distribution

Film Loops: FS 5 How We Get Our Foods

The Story of Milk

The Story of Bread

The Story of Fruits and Vegetables

The Story of Meat

FS 14 Our Neighborhood Workers

The Baker

The Dairyman

The Butcher

The Fruits and Vegetables

Multi Media Kits:

MM 2 Milk Meat Bread

MM 4 Little Things That Count

MM 188 The Dairy Farm and the Dairy

MM The Most Important Person

Nutrition

Tasting Party

Foods Around Us

Evaluation:

We did it and it was terrific.

GRADE LEVEL: TWO

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES-LANGUAGE ARTS

TITLES: FAMILY GROUPS MAKE COMMUNITY
WORK FOR ME
RESPONSIBILITY AT HOME
THE ROLES OF FAMILY MEMBERS
PETS

Title: Family Groups Make Community

Developmental Area: Individual and Environment

Developmental Objectives

1. Child will become aware that his family group is part of a larger group.
2. Child will become aware that the family must interact as part of the community.

Behavioral Objectives

1. Child will be able to define the position of the family as part of the community.
2. Child will become aware that large groups must adapt to each other and to the environment.
3. Child will be able to relate to the family group and the social behavior of the family in the community.
4. Child will become aware of adaptation of community groups to environment.
5. Child will be able to begin to identify work and jobs done by members of the community.

Integration

Reading
Language Arts
Art

Lesson

Primary concept - that all people become a part of a larger group and cannot live alone.

Secondary concept - understanding of a group - many families make a community - everyone contributes to a community.

Activities

1. Take a walk and observe how many people live in neighborhood, homes, and families.
2. Use pictures 10 & 11 as basis for discussion of city growth, and if possible build a little city.
3. Stories and pictures to show how homes must adapt to environment (pgs. 12 & 13 - Concepts and Values)

4. Discussion of activities of different people, emphasizing how people work.
5. Make chart - begin with family and progress to community.
6. Make collage of jobs and occupations.
7. Draw or paint and assemble jobs of families of children in class.

Media and Materials

Pictures from Concepts and Value series Harcourt, Brace, World Inc.
Magazines
Paint, Crayons
Material to build houses

Evaluation

1. Children realized they were part of a larger group after discussions and film strips.
2. Children realized each person must contribute to community.
3. Children become aware that the community is a social group, environmental group, and working group.
4. Children showed preferences for various jobs or occupations after discussions.
5. Children enjoyed collages and charts, and they fostered much independent discussion.

WORK FOR ME (approximate grade level 2)

Framework component: Individual and Environment
Environment and Work

Developmental Objective: Awareness of the responsibilities
(work) that needs to be done at school
and at home.

Behavioral Objectives: The child will be able to list jobs
that need to be done, and that he can
do, in his classroom.

The child will be able to list jobs
that need to be done, and that he can
do, in his home.

The child will be able to tell what
each of his family members responsi-
bilities are.

The child will be able to draw or
find magazine pictures of household
or school jobs.

The child will perform a task at home.

The child will perform a task at school.

The child will be able to sort maga-
zine pictures or drawings of people
performing household jobs into piles
of who does them at his house (mother,
father, sister, brother, self, grand-
parent, etc).

Integration: beginning of year classroom organization
Social Studies (responsibilities)
Art

Lesson:

Primary Concept: There is work to be done at school
and at home, and each child can help.

Secondary Concepts: These jobs are important and
necessary to keep our homes and
classrooms running.

We do our jobs and work together
for the benefit of our classmates
and our families.

Some of our school jobs and some of our home jobs are similar and some are very different.

- Activities:
1. Make a list of jobs that need to be done in the classroom (eg. water flowers, push wheelchairs, feed fish, clean bookshelves, etc.). Discuss importance of jobs, why they need to be done, and what would happen if they weren't done.
 2. Assign each child a job, perhaps alternating responsibilities every two weeks. Keep a chart of jobs assigned and performed.
 3. Make a list of jobs family members do at home. Discuss why these have to be done and what would happen if they weren't done. Discuss similarities in home and school jobs.
 4. Have children check with parents about jobs they could do at home. Make charts, to take home and to keep at school with their responsibilities listed. They can check off daily or weekly, depending on the task, when they successfully perform their job.
 5. Have a mother and/or father come into the classroom and tell about their work rolls in the home, and why these jobs need to be done.
 6. Have an older student come into the classroom and tell about the jobs he is responsible for and how he received more responsibilities as he grew older.
 7. Have children cut out or draw pictures of people performing tasks at home or at school. Make a scrapbook or collage of these pictures using themes such as: Jobs I Can Do, School Jobs, Home Jobs, Jobs Mothers Do, Etc.
 8. Using magazine pictures or drawings, have small groups of children sort them into piles of who does them at their homes. Discuss similarities and differences in opinions.

Media and Materials: paper/pencils/crayons
magazines/scissors/paste
pictures of people performing
tasks
chart paper/colored cardboard

Evaluation: Even now at the end of the school year the children still remember to do their assigned job. They took this unit very seriously for many of these students (they are handicapped) were very happy to be given a job to be responsible for at school. Many of them were previously not allowed to do things at home because they are slow or were thought to be unable to do tasks. But after talking with a few parents, we found jobs they could do at home also. They are very, very pleased to be helping in any way. We did not do activities 5 and 6 concerning outside speakers, but this could certainly add to the continuity of the unit and concepts to be developed. With these additional activities added, the unit's objective, of the importance and interdependence of group members, would be more clear.

Title: "Responsibility at Home"

Grade Level: 2

Framework Component: Individual and His Environment

Developmental Objective:

To develop an awareness of work performed by family members and others in the home.

Behavioral Objectives:

1. Given a series of pictures, the child will be able to identify work roles performed by family members.
2. Given a home responsibility, the child will be able to perform tasks daily at home.
3. Given a list of household tasks, the child will be able to classify them according to who does them.
4. Given the opportunity, the child will be able to voluntarily to assume the responsibility for a task at home.

Integration:

Language, Writing, Spelling, Reading, Art, Math (time concepts)

Lesson:

Primary concept: A family works together to fulfill members needs.

Secondary concept: Children can learn to accept responsibility.

Activities:

1. Each child interviews another family member to find out what that members role is and how they feel about it.
2. Show a variety of pictures and have children identify roles performed by family members.
3. Compare family roles in other cultures to one's own after viewing filmstrips and pictures and reading poems and stories.
4. Draw pictures of family members at work.
5. Role-play work of family members and have class comment about the performances, especially the way the members felt about each other (from their conversation).

6. Have a class-dictated form letter prepared to be given to the parents or another family member asking permission to perform one or two tasks at home.
7. Have the class decide the length of time and number of days they wish to perform their chosen tasks.
8. Have children help make up a chart which they can take home and on which they can record their task performance.
9. At the end of the given time, have each child draw a sequence story showing the steps taken in performing his task. These could be made into books and placed in the reading center.
10. Have an individual conference with each child to talk about responsibility, how they felt about their task performance (evaluation) and if their task performance affected other members of their family.

Media and Materials:

Chart, writing paper, pencils, drawing paper, crayons, art paper for covers, pictures and prints for showing to class.

Picture Set - SRA - 31

Film Strips - Family

Evaluation:

1. By observing the behavior, enthusiasm (or lack of it), the record of their task performance, the understandings they express verbally and non-verbally it is possible to determine whether the concept of "responsibility at home" is understood.
2. Parents and other family members would be encouraged to comment about this activity.
3. The actual response from the children was most encouraging and enlightening. There were differences and similarities to share with each other. Some homes allowed for more input from the child than other homes. In some homes where one of the parents was not present there was a greater need for sharing responsibility.
4. Sharing these experiences with each other helped to bring us a little closer together.

5. The record keeping was, for the most part successful. In the homes where organization was present, the children kept records that were more detailed.
6. Many parents wrote notes to express their approval of this activity.

Follow-up activity:

Some children have not learned that this same kind of cooperation and acceptance of responsibility needs to be present in the classroom. Often children do not realize that sharing classroom tasks improves the climate in the classroom.

I plan to start the new school year with this activity and then help the class develop an awareness of the variety of work in the school.

Title: The Roles of Family Members

Length: Approx. 2-3 weeks, 2 days per week

Developmental Objective: (Individual and Environment)

To stimulate the child to examine the role of each member of the family and develop an awareness of each member's responsibilities and contributions to the family unit.

Behavioral Objectives:

The child will be able to list at least ten jobs around the house that needs to be done each week which could be shared by all family members.

The child will be able to list at least four tasks which are generally performed by each family member.

The child will be able to define "family" as people who live together, and take care of each other, and belong to each other.

The child will be able to identify various family groups which might be atypical to him i.e. single parent and child; grandparents and children; parents, grandparents and children; etc.

Integration:

This unit could be integrated with art through drawing, with Language Arts through story writing, and with Social Studies through social relationships.

Primary Concept:

The family is a unit which thrives on cooperation and sharing.

Secondary Concepts:

A family is a group of persons who share a home, who take care of one another, and who belong to each other.

There are many types of families with different component members.

Activities:

1. Have each child draw a picture of his family including all those who live in his home. Identify each member by name and relationship to the child.

2. Have each child draw a picture of his home, stressing as much detail as possible in color, size, shape, etc.

3. Cut out pictures of families: families from other countries, and animal families from magazines. Make a "Family" bulletin board.

4. Have a class discussion on the role of each member of the family, leading the children to see that it is often very difficult for one parent to care for a family alone.

5. Role play some family situations such as: mother has worked hard all day cleaning the house and is too tired to take the children to the park to play when they get home from school; or mother asks the children to help clean up the yard and the children fuss and don't want to. Let the children resolve these problems together.

6. Have a class discussion on "What is a family?" Include cases such as parents whose children have grown up and moved away, single parents and children, grandparents and other relatives who may live with us, adopted families, foster families, divorced parents, etc.

7. Try to elicit from the children the differences they can conclude between the terms "house" and "home". The former term relating to a mere physical dwelling, while the latter is the place where your family is.

8. Role play or discuss the effects upon the rest of the family when one member is sick or neglects to carry out his responsibilities, i.e. Mother is sick. Who will clean, cook, wash the clothes, etc.?

Supplementary Materials:

Books: Berg, Jean H. There's Nothing To Do, So Let Me Be You. Philadelphia: Westminster, 1966

Duncan, Lois. Silly Mother. New York: Dial, 1962.

Evans, Eva K. Home Is A Very Special Place. New York: Capital, 1962.

Merriam, Eve. Mommies At Work. New York: Knopf, 1961.

Multi-Media Kits:

"Little Things That Count" MM4, Career Education Materials Guide

"Adventures of the Lollipop Dragon" MM99, MM134, Career Education Materials Guide

Evaluation:

This unit was presented to my class following the unit on "Who Am I". It extended the idea of self to mean an integral part of a group or unit. All of the given activities were successful.

TITLE: PETS

LEVEL: 2

FRAMEWORK COMPONENT: INDIVIDUAL AND ENVIRONMENT

DEVELOPMENT OBJECTIVES:

- To develop an awareness of responsibility for pets.
- To develop an awareness of people who work with animals.
- To develop an appreciation of animals as pets.
- To develop an awareness of what is necessary for the well being of a pet.
- To develop an awareness of responsibility, consideration, and gentleness in classroom behavior and relations.

BEHAVIORAL OBJECTIVES:

- Given a classroom pet the children will be able to assume responsibility for it.
- Given a set of pictures child will be able to tell how each ones job is related to animals.
- Given a classroom pet child will show appreciation for it.
- Child will be able to list what is necessary for the well being of a pet.
- Teacher will be able to observe responsibility, consideration, and gentleness in classroom behavior and relations.

INTEGRATION:

Science

LESSON 1:

- | | | |
|-------------------|---|--|
| Primary Concept | : | Responsibility for pets. |
| Secondary concept | : | Well being of pets. |
| Activities | : | Film
Discussion of film and pets children have at home.
Make a poster of their pet or of one they would like to have.
Put a slogan on the poster about animal care. |
| Media materials | : | Film <u>Mittens, The Kittens</u> , 372.4-1
<u>Care of Pets</u> 636-1
Visual Aids Department Toledo Public Schools |
| Evaluation | : | Check poster make sure child has a worthwhile slogan about pet care. |

LESSON V:

- Primary concept : People who work with animals.
- Secondary concept : Jobs these people do.
- Activities : Trip to the Humane Society
Discussion of workers found there
and what they did. Make a list of
all the helpers they can think of who
work with animals.
Write thank you letters to the Humane
Society.
- Media materials : Humane Society, chart paper, pencil,
paper, magic marker.
- Evaluation : Child will be asked to draw three
animal helpers and include their
dress and equipment.

LESSON VI:

- Primary concept : Classroom behavior
- Secondary concept : Classroom behavior
- Activities : Divide the class in half. Have one
draw pictures of pets eating, child
exercising pet, child brushing pet,
pet sleeping.
Have the other half of the class make
a picture of a child eating, taking
a walk, brushing his hair or sleeping.
Discuss the fact that as gentility
and consideration are appropriate in
pet care, they are also appropriate
in the classroom and home.
- Media materials : newsprint, crayons
- Evaluation : Teacher will observe more consideration
and gentleness in the classroom.

OPTIONAL MATERIALS AND MEDIA

- BOOKS Too Many Dogs, Ramona Dorel Dupre, Follett Publishing
Co. 1960
The Puppy Who Wanted A Boy, Jan Thayer, Wilson Morrow
Co. 1939
Pets Are Fun, Dorthea Park, Houghton Mifflin Co. 1939
Pets, Frances N. Chrystie, Little Brown and Company,
1964
Pets and More Pets, Child Study Association of America,
Crowell, 1969
Pet Show, Keats, Ezra, Macmillan, 1972
Debbie and Her Pets, Lois Lenski, Walck, 1971

LESSON 11:

- Primary concept : Appreciation of animals as pets.
- Secondary concept : Responsibility for pets.
- Activities : Bring goldfish into the room.
Make a chart of jobs to be done for the pet.
Discuss the goldfish, the responsibilities it brings to the room, and it's needs.
- Media materials : Goldfish, bowl, food, rocks for bowl.
chart paper, magic marker
- Evaluation : Observe children to see that they follow through with their jobs and responsibilities.

LESSON 111:

- Primary concept : Appreciation of animals as pets.
- Secondary concept : Gentleness with pets.
- Activities : Read book and discuss with class.
- Media materials : Book Amigo, Byrd Baylor Schweitzer, Macmillian 1963
- Evaluation : Child will be able to tell why it is necessary to be gentle and appreciate pets.

LESSON 1V:

- Primary concept : People who work with animals.
- Secondary concept : Jobs these people do.
- Activities : Guest speaker
Write thank you letters to guest.
- Media materials : Speaker Mr. Lee, Pet Bazaar
paper, pencil
- Evaluation : Child will be able to answer questions about the speakers talk and demonstration.

PRINTS, SVE Sp-105, 1963 8 color prints 18x13

FILMS

About Cats, 11 min. 1972, Toledo Public Library
Film Service, Animals Domestic, Children's Films
The Bird Room, 11 min., 1969, Toledo Public Library
Film Service, Animals, Wild: Birds, Children's Films
Littlest Puppy Grows Up, 636.7-11 Visual Aids
Department, Toledo Public Schools

PET EVALUATION

A unit on pets can fit in anytime during the school year. The children always seem to be willing to talk about pets. They also seem to need to gain a sense of responsibility toward them, as many of their pets disappear or are killed. The activities in this unit are a good start in developing responsibility and appreciation of pets. The unit can be reviewed throughout the year with the use of the optional materials at the end of the unit.

Mr. Lee from the Pet Bazaar brought a well trained dog, and an adorable monkey to school with him. He was informative and well liked by the children.

The Humane Society does offer tours. I did not take one but the teachers in the school who did felt that it was a worthwhile experience.

GRADE LEVEL: Two

DEVELOPMENTAL AREA: Self

INTEGRATION AREA: Social Studies
Language Arts

TITLES: How I Feel
Manners
Groups and Interaction of Group Members
The Concept of Individuality
Who Am I?
I Am Me

Title: How I Feel

Grade Level: Two

Framework Component: Self-awareness

Developmental Objective: Awareness of emotions

Behavioral Objectives:

The child will be able to state what makes him happy, sad, angry, scared, surprised, etc.

The child will be able to recognize his own feelings daily and turn his happy/sad badge to the appropriate side (see activities).

The child will be able to draw a picture of what makes him happy, sad, angry, scared, surprised, etc.

The child will be able to draw the facial expression he feels when the teacher presents a particular situation (see activities).

Integration: Social Studies: Development of the self-concept and art

Lesson

Primary Concept: We all have feelings.

Secondary Concept: Our feelings show through our expressions and/or actions.
We all have the same feelings.
We can feel differently from others or the same as others
about a particular situation.

Activities:

1. View and discuss film and recorded story "Circle of Feelings."
2. Discuss and list things that make the children happy, sad, angry, scared, surprised, etc.
3. Fill in open-ended sentences.
 - a. I am happy when...
 - b. I am angry when...
 - c. I get scared when...
 - d. I get sad when...
 - e. When I'm at school I feel...
 - f. When I'm at home I feel...
4. Give the children paper with 16 (or any number) colored circles drawn and numbered. The children draw how they feel when the teacher reads the following sentences.

happy sad angry scared surprised

- a. How do you feel if your parents are angry with you?
- b. How do you feel when you are all alone?
- c. How do you feel if someone says bad things about you?
- d. How do you feel about big dogs you do not know?
- e. How do you feel when you do something wrong or bad at home?
- f. How do you feel when you are invited to a party?
- g. How do you feel about snowy days?
- h. How do you feel about rainstorms at night?
- i. How do you feel when it is time to go home from school?
- j. How do you feel when someone can do something you cannot?
- k. How do you feel when the teacher gets a little angry at the class?
- l. How do you feel when your friends come over to visit?
- m. How do you feel if you forget your mom's birthday?
- n. How do you feel if your sister or brother teases you?
- o. How do you feel if you hear your parents arguing?
- p. How do you feel if you do something wrong or bad at school?
5. Children wear badges made of cardboard for a week (or more) with a smile face on one side and a sad face on the other side. They turn their badges to the side that best shows how they are feeling throughout the day.
6. The children use their faces to show a given emotion upon request.
7. Art Project: Happiness is... Sadness is... Fear is... etc.
Children first write a sentence telling what happiness, sadness, fear, etc. is to them. Then they may draw or cut out a picture to illustrate. These can then be put into booklets for each child, or a booklet for a given feeling.

Media and Materials

Film and Record: "Circle of Feelings" from Science Research Associates
Social Studies Kit - Focus on Self-Development Stage One: Awareness
(see Unit C - The Emotional Self, pages 28-37)

Art Supplies: paper, pencils, crayons

Happy/sad badges (cut circles from heavy paper and draw magic marker
faces - laminate if possible)

Magazines

Evaluation:

The children really seemed to enjoy this unit and all the activities. Role playing situations could have been a useful and helpful device for bringing their feelings into the open. After we completed the formal unit, the children seemed to be more aware and considerate when others in our classes had bad days or were in bad moods. The children became much more open in telling the class and in personal things at our morning talks before school. This unit is the kind that proceeds and continues long after a "formal lesson" is begun or ended.

Title: Manners

Grade Level: Two

Framework Component: Self

Developmental Objectives:

- To develop an appreciation of helping others
- To develop an appreciation of consideration of others
- To develop an appreciation of thoughtfulness for others
- To develop an awareness of fairness
- To motivate children to use good manners

Behavioral Objectives:

- Child will be able to list five ways in which he can help someone
- Given a situation without an ending child will be able to supply an honest and fair ending
- Child will be able to tell how good manners, honesty, and fairness help one
- Child will be able to role play helpful, considerate, thoughtful, fair people
- Teacher will be able to observe good manners being used in the classroom.

Integration: This unit does not integrate into the subject matter of second grade but it is taught everyday by most teachers

Lesson One

Primary Concept: Child learns that helping others is an admirable quality

Secondary Concept: Helping others is rewarding to both the giver and receiver

Activities:

1. Discuss how the class can help others. (United Appeal, do errands for elders, respect wishes of neighbors as to lawns, share old clothing with less fortunate).
2. Make a chart of ways children can help others.
3. Have each child help someone and report on it to the class.

Media and Materials

Chart Paper
Magic Marker

Evaluation:

Listen to the reports children make and discuss the value of how they helped.

Lesson Two

Primary Concept: Consideration for others

Secondary Concept: Thoughtfulness for others

Activities:

1. Read stories to children and discuss the books
2. Have the children role play situations where manners are necessary
Example: Interrupting someone who is speaking
Ask someone to do something for you

Media and Materials

Books: What Do You Say Dear? by Sesyle Joslin, Scott, WR 1961
What Do You Do Dear? by Sesyle Joslin, Scott, WR 1961

Evaluation:

Observe role playing to see if children have incorporated thoughtfulness and consideration.

Lesson Three

Primary Concept: To make children aware of fairness

Secondary Concern: To help show truth is the best policy

Activities:

1. Show filmstrips
2. Discuss the fairness of what happens in the filmstrip and how honesty is important
3. Write and read own ending for the filmstrip
4. Draw a picture to accompany the story

Media and Materials

Filmstrips: But it isn't yours...

First Things: sound filmstrips for primary years. Guidance Associates of Pleasantville, N. Y. Part 1-2

Art Supplies: Writing paper, pencils, newsprint, crayons

Evaluation:

Read story endings and determine if children were fair and honest in their ending.

Lesson Four

Primary Concept: The importance of good manners

Secondary Concept: Using good manners every day

Activities:

1. Film
2. Discussion of film
3. Have each child paint and label a picture about good manners, compile these into a book.

Media and Materials:

Films: Johnny Learns His Manners 395-11 K-8, Visual Aids Department
Toledo Public Schools
Courtesy for Beginners 395-8 K-6, Visual Aids Department, Toledo
Public Schools

Art Supplies: Paper, paints

Evaluation:

Given a situation child will be able to tell the most acceptable way to handle it.

Lesson Five (Optional)

Primary Concept: Helping others

Secondary Concept: Honesty and fairness

Activities:

1. Filmstrips
2. Discussion

Media and Materials

Multi Media 4, p. 2 Career Resource Guide, Little Things That Count

Evaluation:

Teacher will be able to see improvement in the classroom.

Optional Materials:

- Game:** What Do You Do Now? Make a short situation without an ending, have children tell what they would do.
- Films:** Let's Be Good Citizens in Our Neighborhood 377.2-4
Let's Be Good Citizens at School 377.2-5, both from Visual Aids Department, Toledo Public Schools
- Filmstrips:** Manners at Home, Encyclopedia Britanica, 1965
Manners at Parties, Encyclopedia Britanica, 1965
Manners at Play, Encyclopedia Britanica, 1965
Manners at School, Encyclopedia Britanica, 1965
Playing Fair, Encyclopedia Britanica, 1956
Sharing with Others, Encyclopedia Britanica, 1956
Getting Along, K-3, 5 filmstrips, MM132 Career Resource Guide
The Adventures of the Lollipop Dragon, K-3, 6 filmstrips
 Career Resource Guide MM99 MM134
Getting Along in School, K-3, 6 filmstrips, Career Resource Guide MM192
- Multi Media:** Making and Keeping Friends, Media Materials, Inc., 409 W. Cold Spring, Baltimore, Md. 21210 (Intermediate Grade Level, but has some usable ideas)
Good Citizenship Poster Cards, Milton Bradley Co., Springfield, Mass. (15 11 1/4" x 14") poster cards depicting good citizenship, 15 cards explaining pictures and posing questions.

Evaluation:

The unit on manners needs to be taught continually throughout the year. The best method is to set an example that the children can emulate. The objectives in this unit were met, although many of the optional materials could also be included. The materials used are all worthwhile and if spread out over the whole year, the "good manners" would be constantly reinforced.

Title: Groups and Interaction of Group Members

Grade Level: Two

Framework Component: Self

Developmental Objective:

Child will become aware that he is an individual and at the same time
part of a group

Child will become aware that the family is the group with which he must
interact

Behavioral Objective:

Child will be able to define his contribution to the family welfare

Child can define responsibilities and necessity for interaction of
group members

Child can study family groups and see likenesses and differences in them
and their behavior

Child will be able to investigate different kinds of groups of people

Child will be able to tell why we are all members of groups and not
alone

Child will be able to identify roles each member of a group must fulfill

Integration: Reading, social studies, language arts, art

Lesson

Primary Concept: That all people become a part of a larger group and do not live alone

Secondary Concept: Understanding of a group - each member of a family must contribute to family living - each person has responsibilities - each family takes its place in the community

Activities:

1. Show filmstrip "The Parade" and talk about groups and interaction of group members
2. Play record "Palmer, the Pushy Pigeon" and discuss family and home
3. To emphasize interaction in family, use Photoboards for group discussion and role playing
4. Children draw or paint their families, use for discussion of unnatural family situations
5. Dramatizations of family life and jobs each must do and how each person feels and acts
6. Find pictures in magazines and mount for chart or collage.

Media and Materials

Filmstrip: "The Parade"

Record: "Palmer, the Pushy Pigeon"

Photoboards: 21, 22, 4, 8, 9, 11, 12, 14, 18, 33, 36, 40

Art Supplies: crayons, paint

Magazines

Evaluation:

1. Enjoyment of discussion and role playing of members of family
2. Most children recognized need of holding jobs as source of income
3. Children were able to make generalizations about families after discussions
4. Children freely discussed family situations both happy and unhappy
5. Children were exposed to children in families of different cultures
6. Children more willing to see more than one viewpoint
7. Ability to see more than one cause for situations and behavior
8. Children see need for being responsible for behavior

Title: The Concept of Individuality

Grade Level: Two

Framework Component: Self

Developmental Objective:

To accept one's aptitudes as uniquely his and growing

Behavioral Objectives:

Given information concerning his performance in a task, the child will be able to identify his present aptitudes by relating his own performance ability

Given a class discussion of individual aptitudes, the child will be able to identify one or two areas of strength.

Given a class discussion, the child will be able to state one or two aptitudes which someone else possesses to a greater or lesser extent than he.

Given one of his stated aptitudes, the child will be able to perform a task related to his aptitudes.

Integration: Language, art, reading, spelling, science, math, music

Lesson

Primary Concept: Everyone is an individual

Secondary Concept: Everyone has some talent and an aptitude for a particular thing

Activities:

1. Discuss the concept of individuality. Plan activities which will show visible differences such as height, color of eyes or hair or skin. Also find out some differences about the children which are not readily visible which may include: age, only child in family, favorite color, food, etc. Children will begin to learn that they may be different from some people at times and yet at other times they may be quite alike.
2. Riddles could be made up giving clues about individual children. The children may want to write themselves and/or with help from parents.
3. Have children bring in pictures when they were babies. The children would enjoy guessing who is who.
4. Share with parents evaluations of the children's own abilities in specific activities. Just as important is informing the parent if there is anything unusual which may develop serious problems later.
5. Interview parents regarding child's earlier ability on a specific activity.
6. Allow for time at least once a day for each child to participate in "show and share" times sometimes during the day. This is an excellent way to learn what children like to do and share with others. They should be allowed to do or share whatever they want—do a stunt or a trick, tell a joke or funny story or tell a riddle. They may want to share something they bought or got as a gift. It is important that they volunteer to participate.
7. Have the children tell, write or draw the abilities that they think they possess at the present time. This could be expanded to include abilities he hopes to possess in the future.
8. To develop further the concept of the language arts experience program:
 "What I can think about,
 I can say.
 What I can say,
 I can write (or dictate).
 What I can write,
 I can read
 I can read what I can write and what others have written for me to read."
9. Provide the materials for each child to make his own book with his very own story and illustrations. The book has a cardboard cover covered with contact paper and the inside section is stitched together (just like a real book).

10. The children are asked if they would like to become authors or illustrators of a story that no one has ever seen before.
11. Discuss what they need to do to begin writing. They will need to think about an idea, characters in the story, a setting, some events taking place and a plot
12. The children are encouraged to write their own stories in a first (or dummy) copy. If they want to dictate the story to someone else they may do so.
13. The story will be discussed with the child and corrections made before they print with a magic marker in their final copy (the book).
14. The class will be encouraged to draw pictures for some of the special events in their story. These pictures will be pasted in the spaces they left in their book.
15. The title page and dedication page are explained and then written for each book. They choose their own title and they choose who the book is to be dedicated to.

Media and Materials

Multi Media Kit - 130 - Who am I?
Contact Paper
Cardboard
Magic markers
Construction paper
Ditto paper (white)
Awls
Needles
Button Thread

Evaluation:

1. By observing the behavior of the children it is possible to determine whether the concept of "individuality" is understood.
2. By observing the kind of story that each one wrote it is possible to determine whether the concepts of "author" and "illustrator" are understood.
3. By observing the kind of behavior and listening to conversations it is possible to determine how they feel about being an "author" and "illustrator."

Title: Who Am I?

Grade Level: Two

Framework Component: Self

Developmental Objective:

To stimulate each child's awareness of himself as a unique human being

Behavioral Objective:

The child will be able to describe his own physical attributes, i.e., height, weight, color of eyes and hair.

The child will be able to state at least two ways in which he is different from everyone else.

The child will be able to state at least two ways in which he is like everyone else.

The child will be able to describe and/or demonstrate at least one thing that he can do well.

The child will be able to describe verbally or by a picture at least one thing that he cannot do well.

Integration:

This unit may be easily integrated with art through drawings, math through measurement, language arts through story writing, and social studies through relationships.

Lesson

Primary Concept: Each person is a distinctive human being

Secondary Concept: All human beings have some things in common
 Physical problems or handicaps must be accepted in a positive way with sensitivity and understanding
 Physical characteristics of a person are deserving of respect

Activities:

1. Have the children bring in pictures of children their own age from magazines and newspapers. Make a collage of faces. Lead the class into a discussion of similarities and differences between people.
2. Have each child look into a mirror and then draw a self portrait. Include everything from face, full body, clothing, shoes, etc. Hang these around the room and let the children try to guess who each one is.
3. Let each child measure his own height and weight and record these figures on a class chart. Repeat this activity every three or four months to see if anyone has changed.
4. The teacher or one child can describe another child without revealing the child's identity. The child being described would stand up when he recognizes his own description.
5. Have the children bring in baby photos of themselves. Have a class contest to guess the identity of each baby.
6. Have the children bring in photos of their parents. Try to establish a similarity in the child's physical features and his parents' i.e., color of hair, eyes, etc. (Caution—those who may be adopted, those with only one parent).
7. Have a class discussion on the positive aspect of such problems as wearing eye glasses, dental braces, etc. pointing out the purpose these serve in helping a person function better or correct a particular problem.
8. In a casual group situation, have each child discuss, and when possible demonstrate, something which he can do very well. Give him the opportunity to teach someone else how to do it.
9. Have each child illustrate something that he would like to learn to do and write a sentence describing it. Let each child have an opportunity to share this with the rest of the class, explaining why he would like to be able to do this and exactly what factors are presently preventing it (age, lack of needed skills, no instruction).
10. Role play a situation where one or two children are teasing another child about some handicap or physical problem. Lead the children to a discussion about how we cannot help what we look like, that all people do have feelings, and that if we looked hard enough we would probably find imperfections in everyone, but these are not what determine a person's worth as a human being.
11. Let each child explain what he would like to change about himself if he were able to do so.

Media and Materials

Books: Smallest Boy in Class, by Jerrold Beim. New York: Morrow, 1949.
Five Chinese Brothers, by Clair H. Bishop. New York: Coward-McCann.
Films: E 162 "Why We Need Each Other," Career Education Materials Guide
MM Kit 130 "Who Am I?" Career Education Materials Guide

Evaluation:

I have done all of these activities with my class with the exception of the photographs. These were too difficult for my children to obtain, but would be less of a problem in a more affluent area. The children were very interested in finding out about themselves and their classmates.

Title: I Am Me

Grade Level: Two

Framework Component: Self

Developmental Objective:

To develop awareness of one's own interest development, one's own emotions and acceptance of self: liked interests, disliked interests, new interests.

Behavioral Objectives:

Child will be able to describe his physical self

Child will be able to describe other people and tell differences and likenesses of himself and others

Child will be able to tell what he likes to do at home, at school, while playing

Child will be able to tell what he does not like to do

Child will be able to listen to others tell about what they do and do not like to do

Child will be able to choose some new interests and try to use them

Integration: Social studies, art, writing

Lesson

Primary Concept: To stimulate the child to become aware that he is a unique human being, much like other people, but different also. When child realizes he is a person, he can begin to realize that he has a place in his environment. The child can become aware that he has special abilities and limitations. He has the opportunity to hear what other persons like and dislike, and opportunity to participate in different activities, as an introduction to the world of work.

Secondary Concept: Acceptance of appearances and abilities of other persons
 Realization that one person can learn from another
 Realization that we must cooperate with each other when we are part of a group
 Realization that we have to share good and bad both when we are in a group
 Knowing that everybody contributes to the environment around us

Activities:

1. Play side one - band one - "Cindy and the Elf" - Kit for Focus on Self - Development - Stage One - Record I. An introduction to discussion on how we look. Children can enumerate physical characteristics. Find opportunity to discuss handicaps and problems and how they affect us.
2. From magazines cut out pictures of children, make collage. Find similarities and differences, cultural and ethnic
3. Have child make self-portrait. Play game where children describe someone and others guess who.
 Find height and weight of children, record it.
 Children bring a picture of selves, if possible, and make a bulletin board display
4. Discuss how each person is important and just himself and lead into discussion of living in a group
5. Children discuss their activities - those they like and those they don't like. Interaction in a group.
6. Role-play attitudes and manners necessary for living in a group. Children role-play activities of parents and other adults. Begin to introduce how each person has a job to do. Let children assume responsibility for a job in room.
8. Children make booklet of jobs and activities. Cut pictures from magazines.

Media and Materials

Magazines

Art Supplies: poster paper, paste, scissors, drawing paper, crayons, paint

Record: "Cindy and the Elf"

Evaluation:

This was a successful unit.

The children enjoyed the activities—telling about themselves and others. They seemed to understand likenesses and differences.

Discussions of activities were interesting, children enjoyed enacting jobs and activities.

I think there were enough activities to illustrate the objectives.

This was a good unit to begin study of self-awareness and each person's place in the world. It is a good introduction into the world of work.

GRADE LEVEL: TWO

DEVELOPMENTAL AREA: DECISION MAKING

INTEGRATION AREA: LANGUAGE ARTS

TITLES: THE EFFECTS OF ONE'S OWN DECISIONS ON
OTHER PEOPLE
WHAT WOULD YOU DO?

Title: The Effects of One's Own Decisions on Other People

Grade Level: - 2

Framework Component - Decision-Making

Developmental Objective

To help the child identify problems and to determine and weigh the consequences of possible solutions, particularly in terms of how certain solutions will affect others.

Behavioral Objectives:

1. Given a number of problems for identification the child will make decisions based on his background, experiences and values.
2. Given a number of possible problem situations the child will need to determine and weigh the consequences of possible situations.

Integration:

Language, Social Studies, Reading, Health, Safety.

Lesson:

Primary concept: To focus on the way one's own decisions affect others.

Secondary concept: To focus on what could happen if everyone did the everyday, ordinary, thoughtless things that most of us do sometimes.

Activities:

1. Since one of the second grade boys did run away from home this lesson seemed to be fitting to bring about to help him and the others to make wise decisions.
2. Play Recorded Story: "Andy, A Boy Who Ran Away" (Side Seven, Band 4 of story records in SRA Guide Focus on Self-Development - stage one: AWARENESS. The theme story concerns Andy, a small boy who feels at odds with his family. His mother makes him eat foods he doesn't like, his brother picks on him; his dad spansks him. One morning after a breakfast table scene Andy starts out to run away from home. It isn't long, however, before he has second thoughts, prompted by uncertainty about where he should go, a sudden shower, and a degree of loneliness. The story is left unresolved, but its tone suggests that Andy will return home.

Suggest to the class that they be alert to the problem in the story and be thinking about some ways to solve it.

3. Ask the following questions to guide discussion.
 - a) How do you feel about Andy's story? Do you think it is happy? sad? funny? Why do you feel that way?
 - b) Why did Andy run away? Do you think he had good reasons for leaving home?
 - c) Do you think running away will solve Andy's problems? If Andy comes home, will his problems still be there? Is there some other way that Andy could have tried to solve his problems?
 - d) Do you think Andy's mother believed he would really leave home?
 - e) If you were one of Andy's parents, how do you think you would feel?
 - f) Have any of you ever tried to run away? Where did you go? How did you feel? Why did you go home again?
 - g) Do you think Andy could get along by himself? Why, or why not?
 - h) What did Andy start to miss as he sat in the park? What would you miss if you were Andy? What would you miss besides things?
 - i) What do you think Andy will do next? What ending would you make up for the story? Why?
4. Role-playing - Pupils may act out their own ideas of how the situation will be resolved.
5. Who cares if I... - The class might list a number of decisions, and for each decision indicate all the people that it might affect and in what ways.
 - decide to help dad rake leaves?
 - not eat my breakfast?
 - pick up my toys when I'm finished playing?
 - borrow my brother's bike without asking?
 - be late for school?
 - play with someone no one else wants to play with?
 - take the dog for a walk?
6. Open-end Sentences - The following might be use for group discussion, for individual conferences, or as topics for drawings:
 - a) I think that the biggest thing Andy learned was _____.
 - b) If I were a parent and my child ran away, I would _____.
 - c) Before you make a decision, you have to think about _____.
 - d) If I had a problem like Andy's, I would _____.

Media and Materials:

1. Recorded Story: Andy, A Boy Who Ran Away" (Side Seven Band 4 of story records in SRA Guide - Focus on Self Development - stage one: AWARENESS
2. Hoban, Russell. A Baby Sister for Frances N.Y: Harper & Row - 1964
3. Stover, Jo Ann. If Everybody Did. N.Y: McKay, 1960

Evaluation:

1. By listening to the responses that the child will make will help determine whether they understand the concept of decision-making.
2. By discussing incidents child will better understand their own decisions and evaluate them.
3. Through involvement (direct and indirect) the child will be better informed about options that are available.

Observation:

1. When it was first reported that one of my students ran away from home we started an immediate search.
2. When he was found about four hours later - about a mile away at a friend's house, the parents and neighbors wondered as I did - Why?
3. From this incident the school has learned that the child is an only child; the father is older than the mother and there seems to be some jealousy shown toward the mother.

The child admitted that he thought he might be better off running away because he doesn't want his mother and father to keep arguing.

4. Working with the mother and a social worker the home situation seems to have improved, at least for the present. The boy seems happier, less restless and doesn't seem to demand as much attention as before.
5. It was interesting to see how willingly he participated in the discussions. The teacher gained some new insight into some of the problems he has been having.

Title: What Would You Do?

Length: Approx. 2-3 weeks, 2 days per week.

Developmental Objective: (Decision Making)

To help the child identify problems and weigh possible consequences of his decisions.

Behavioral Objectives:

The child will be able to choose appropriate solution to a simple problem.

The child will be able to identify several factors that led to the formation of a particular problem.

Given a story with a problem and a decision to be made, the child will be able to supply an ending to the story using his past experiences or his imagination as references.

The child will be able to give an example of the effect his decisions have on others.

Integration:

This unit can be integrated with language arts through stories, art through map drawing, and social studies through social relationships.

Primary Concept:

When faced with a problem, we must consider all possible solutions before selecting the most appropriate one and we must also consider how the consequences will effect others.

Activities:

1. Read the story, A Baby Sister For Frances and discuss the problem of running away from home.

2. In a class discussion or in written stories, have the children tell about a time when they wanted to run away from home. Discuss how their parents would have felt.

3. Role play some incidents in a home that might cause someone in the family to feel unwanted.

4. Role play an ending to a situation in which a child has run away and is now lost. Where could he go for help?

5. Discuss and list all the new problems which might arise after running away, i.e. food, money, shelter, etc.

6. Invite a policeman to come into the classroom to discuss running away, its dangers, the possible consequences, and where to go to get help to get back home.

7. As a class project, construct a model or a map of the neighborhood locating each child's home, streets, and familiar buildings and landmarks.

8. Read Never Talk To Strangers and discuss the importance of avoiding strangers who could be a possible threat to you.

9. Make a crayon mural with each child drawing himself and all of his family and friends to illustrate how wide his circle of friends really is.

10. Give the children as many opportunities to make decisions as possible. Make them stick to their decisions to build and reinforce the need to be discriminating in their choices.

Supplementary Materials:BooksNever Talk To Strangers

Hoban, Russell, A Baby Sister For Frances, New York:
Harper & Row, 1964

Stover, Jo Ann If Everybody Did, New York: McKay:
1960

Averill, Esther H. Jenny's Adopted Brothers, New York:
Harper & Row, 1952

Multo Media Kits

MM 99

MM 134 Adventures of Lollipop Dragon
(Career Educ. Materials Center)

MM 131 How Do I Learn?
(Career Educ. Materials Center)

MM 132 Getting Along
(Career Educ. Materials Center)

MM 192 Getting Along In School Series
(Career Educ. Materials Center)

Evaluation:

Time did not permit me to try this unit on my class.

GRADE LEVEL: TWO

DEVELOPMENTAL AREA: EDUCATION & TRAINING

INTEGRATION AREA: LANGUAGE ARTS

TITLES: UTILIZATION OF HEALTH INFORMATION, SERVICES,
AND PRODUCTS
GROWING UP IN MY ENVIRONMENT

Title: Utilization of Health Information, Services, and Products

Developmental Area: Education and Training

Developmental Objective

Utilization of health information, products and services

Behavioral Objectives

1. Children will be able to name family members who promote, protect, and maintain health.
2. Children will be able to name school workers interested in health protection.
3. Children discuss duties of physician
4. Children discuss duties of dentist
5. Children discuss duties of nurse
6. Children discuss roles of other health specialists

Integration

Reading
Language Arts
Social Studies

Lesson

Primary concept

Utilization of health information, products, and services is guided by values and perceptions.

Secondary concepts

1. Appraisal, selection and use of health services are influenced by one's past experiences and environment.
2. Sources and evaluation of health information influence their selection and use.
3. Knowledge of familiar people who promote, protect, and maintain health.

Activities

1. Students relate personal experience of being ill. Tell what was done to help them get well.
2. Identify ways in which we help to protect health of others - stay home when sick, health rules etc.
3. Write story or poem about people who help to protect and maintain health.
4. Identify and describe pharmacist.
5. Identify and describe eye doctor.
6. Identify and describe dental hygienist.
7. Have resource people to talk to class, if possible.
8. Show any films available.
9. Make scrapbook and collage mural of people who work for us.
10. Dramatize roles of health specialists.

Materials

Word lists of names of health workers.

Film strips about health.

Magazines

Evaluation

Observe student activities in role playing and dramatizations.

Make test where children match names of worker and occupation.

Check contents of scrapbooks and written stories.

Observe attitudes shown toward resource people.

Title: Growing Up in My Environment

Developmental Area: Education and Training

Developmental Objective

Children can become aware that their own needs and feelings can cause certain behaviors.

Behavior Objectives

1. The child can continue to develop his understanding of the role of the teacher and the purpose of the school.
2. Child develop understanding of need for rules.
3. Child develop understanding of ability to work with teacher in problem situations.
4. Child develop understanding of how to deal with his fear and worries and necessity to take turns.
5. Child develop understanding of his own worth, ways to deal with angry feelings, need to be active, ways to check his feelings and behavior.
6. Child expand understanding of individual differences.

Integration

Language Arts
Art

Lesson

Primary concept

How to understand that a child's own needs and feelings can cause certain behaviors.

Secondary concepts

Children learn a method of handling their feelings and needs. Withholding judgment about a situation until sufficient evidence has been gathered.
Pre-test and post-test to see what changes in feeling have taken place.
Teacher use of social first aid in classroom to handle problem situations,
Teacher organize available data relating to probable causes of problem behavior.

Activities

1. Sharing time-children give sketches of their goals and hobbies and the teacher gives a sketch of her life.
2. Discuss with children why we go to school.
3. "I Wonder" period, questions in box and answer session.
4. Read story "Rules of the Game" have question and answer period. Ditto safety rules on pp. 45-46 of A World to Grow In".
5. Read story "Norbert Was Always Tired" pg. 51 of "A World to Grow In." Duplicate pages of summary of story.
6. Use puppet show as expression for role-playing activity-how teacher and children can work together to solve problems.
7. Read story "Jack's Workbook" pg. 67 "A World to Grow In." Have question and answer session. Duplicate summary pages.

Media and materials

Paint or crayons

Film - "Getting Along With Others" - Coronet, Chicago, Ill.

"We Go To School" - Coronet, Chicago, Ill.

Book - "A World To Grow In" - Teacher Manual Gr. 2

Ohio Department of Education

Lima Public Schools

Dayton Public Schools

Evaluation

Pre-test and post-test to find any changes in feelings.

Determine from children's responses during discussions needs for behavior changes.

Determine if discussion of safety rules changes behavior.

Determine how teacher and children can work together to solve problems.

Determine how teacher can help allay fears and worries thru discussions and explanations.

Dramatization of situations dealing with fears and worries and determine if children find ways to deal with them.

GRADE LEVEL: TWO

DEVELOPMENTAL AREA: ECONOMICS

INTEGRATION AREA: SOCIAL STUDIES

TITLES: MONEY FROM JOBS
CLASSROOM ECONOMICS
THE FARM
HOW WE BUY - CONSUMER CHOICES

MONEY FROM JOBS (approximate grade level 2)**Framework component:** Economics**Developmental Objective:** Awareness of the fact that people earn money for performing their jobs, and how they spend their money.**Behavioral Objectives:** The child will be able to state the job his father and/or mother or other family member gets paid for doing.

The child will be able to help list ways his family uses their money.

The child will be able to separate these into necessary expenditures and desirable ways to spend money and tell why he separated them in that way.

The child will be able to explain the difference between needs and wants, and help make lists of things he really needs and things he would like to have.

When given lists and/or pictures of items, the child will be able to separate them into needs and wants.

Integration: Social Studies, Career Awareness
Math Unit on Money, Banking, Saving**Lesson:****Primary Concept:** The money we earn by working can be used to buy the things we need and the things we want.**Secondary Concepts:** We have to buy the things we need before we are able to buy the things we want.

We can not always have the things we want.

Saving is a way to get things we need and things we want.

Activities: 1. Make lists on charts of where our families money goes, what we spend it on, what we save, etc.

2. Separate above list into two headings THINGS WE NEED and THINGS WE WANT. Discuss differences between necessities and items we don't have to have but would like to.

3. Visit a bank or have a banker come to speak to the children, to tell about what happens to money in the bank, why saving is good, etc.

4. With parental approval have each child bring in a toy item he no longer wants. Have kids look each others items over and then make trades.

5. Have children draw or cut out pictures of items their families buy (toothpaste, clothing, bicycles, dolls, furniture, etc.) In small groups, sort these into things we need and things we would like but do not need. Have children explain why they placed items as they did.

6. Have two or more bakesales in the classroom, to earn money for a certain field trip, party, etc., to point out concept of saving and earning money for a purpose.

Media and Materials: magazines/paste/scissors
crayons/pencils/construction
paper/chart paper/items for
bakesale/old toys

Evaluation: This unit is a very subjective topic, for there are such fine lines between "needs" and "wants". It was often difficult to discriminate, and frequently the children's items had to be placed in both categories. Some families "needs" are other families "wants".

Although the children gained the basic concepts, much of the listings were confusing. But when the unit was finished, I noticed many of the children saying that they were going to save themselves for an item they wanted. I also noticed a little more consideration for their parents pocketbooks when they talked about things they wanted. We did not do activity three, but I feel it would be an asset to the continuity of the lessons. The children could actually see what banks do and become more familiar with money matters.

Title: Classroom Economics

Length: September to June

Developmental Objective: (Economics)

To help the child become aware of the necessity to be a productive person in his society and that productivity is rewarded.

Behavioral Objectives:

The child will be able to count, add, and subtract money.

The child will be able to specify the value of all denominations of American currency.

The child will willingly fulfill his responsibilities in the classroom.

The child will be able to make change.

The child will be able to manage a general store in the classroom by keeping track of inventory, pricing items, buying and selling items, and keeping records of sales.

The child will be able to determine a fair and reasonable price for items such as a pencil, eraser, notebook, folder, etc.

Integration:

This unit will be integrated with math, art, language arts, and social studies.

Primary Concept:

To obtain the necessities of life, each person must contribute and develop his talents and make an effort to use them to become a productive citizen.

Secondary Concepts:

Understanding how to run a small business and manage all the duties involved.

Understanding our monetary system, its base, function, and use.

Activities:

1. On the first day of school or as soon as possible, explain your problem to the children. Have all of your ideas organized but be prepared to accept suggestions from the children.

2. Set up a "general store" in your classroom. Include merchandise such as pencils, erasers, notebooks, etc.

3. Reward each child with a token for each assignment that he completes satisfactorily. These tokens must have a definite value corresponding to our monetary system i.e. 5¢, 10¢ etc. These will be exchanged for items in the store at any time or once a week.

4. Rotate turns and let 2 children run the store each week. They would be responsible for keeping the store neat, keeping track of inventory and sales, and making change.

5. Periodically, if so desired, the manager may run a "sale" marking down the prices of the merchandise.

6. Once a month the general store might have some special items such as comic books, candy bars, etc.

7. A child may save his tokens as long as he wants before spending them. These may be put into the "bank" which the teacher would manage for the students.

Supplementary Materials:

Multi Media Kit MM 123 Basic Economic Concepts
(Career Education Materials Center)

Evaluation:

I have developed this unit for my classroom and plan to implement it next fall.

TITLE: THE FARM

GRADE LEVEL: 2

FRAMEWORK COMPONENT: ECONOMICS

DEVELOPMENTAL OBJECTIVES:

- To develop an awareness of farm workers.
- To develop an awareness of how farmers supply goods we need,
- To develop an awareness of our dependence of farms.
- To develop an awareness that a farmer has a daily routine as well as a yearly routine.

BEHAVIORAL OBJECTIVES:

- Given a list of jobs, child will be able to tell which are related to farms.
- Child will be able to pick out farm helpers from a set of pictures and describe what they do.
- Child will be able to take one farm product from seed or birth to sale at market.
- Child will be able to give examples of what would happen if we did not have farmers.
- Child will be able to list five things a farmer does.

INTEGRATION:

Science, Health

LESSON I:

- | | | |
|-------------------|---|--|
| Primary concept | : | Farming is a job. |
| Secondary concept | : | What a farmer does. |
| Activities | : | Films, make a chart of jobs a farmer has to perform.
Plan a mini farm, three dimensional. |
| Media materials | : | Chart paper, magic marker,
Films: Farm animals 636-2
Dairy Farm 637-5
Visual Aids Department, Toledo Public Schools |
| Evaluation | : | Child will be asked to draw a farmer performing one job observed in the films. |

LESSON II:

- Primary concept : Farmers are doing a job.
- Secondary concept : What things farmers do.
- Activities : Discussion of what we would expect to see on a farm. Trip to a farm. Write thank you letters to the farmer. Work on 3-D mini farm.
- Media Materials : Arrange a field trip to Iott's Farm, Temperence, Michigan. Paper and pencil, paints, cereal boxes, construction paper etc. for 3-D farm.
- Evaluation : Child will be asked to list and illustrate five things which farmer does.

LESSON III:

- Primary concept : We depend on farmers.
- Secondary concept : How a farmer supplies what we need.
- Activities : Book, read to class. Write own story about life on a farm. Pretend you live on a farm and tell what your responsibilities are and what would happen in one day at your farm. Use charts already made and add more words, if necessary. Work on 3-D mini farm.
- Media materials : Book, I Know a Farm, Ethel Collier. paper and pencil
- Evaluation : Read stories and check children's comprehension of what a farmers responsibilities are.

Lesson IV:

- Primary concept : How a farmer supplies what we need.
- Secondary concept : We depend on farmers.
- Activities : Film, have children discuss how the farmer starts with a seed and follow it to market. Make a chart on this process. Continue 3-D farm work.
- Media materials : Films: The Farmer 630.1-2
Bread 633.1-6
Cattleman 636.2-4

Evaluation : Have the children trace a product from beginning to sale.

LESSON IV

Primary concept : Jobs done on the farm.

Secondary concept : Who does each job on the farm.

Activities : Flannel board activity.
Divide class into small groups and assign each group to a chore on the farm. Using flannel board to illustrate have one person from each group report on chores and progress of animals or crops in their group. Complete 3-D farm display.

Media materials : Instructo No. 87 The Farm Flannel Board Visual Aids

Evaluation : Observe the children in their reports.

OPTIONAL MATERIALS AND ACTIVITIES:

FILMSTRIPS

How We Get Our Foods FS 5-6 K-3, Career Resource Guide
Let's Go and Learn FS 17 (To A Farm) Career Resource Guide
Cats on A Farm Jam Handy 1950
Chickens on a Farm, Jam Handy 1950
Cows on a Farm, Jam Handy 1950
Horses on a Farm, Jam Handy 1950
Pigs on a Farm, Jam Handy 1950
Sheep on a Farm, Jam Handy, 1950

MULTI MEDIA

Where Does It Come From? MM2 Career Resource Guide p.1.
The Foods We Eat K-3 6 filmstrips, 3 records, Career Resource Guide.
Living in a Farm K-6 6 filmstrips, e records, Career Resource Guide.

STUDY PRINTS

Farm and Ranch Animals, SVE SP 106, 1963, 8 color plates

BOOKS

Sun Up, Alvin Tresselt, Lathrop 1949
Brown Cow Farm Dahlov Ipcar, Doubleday 1959
Wake Up Farm, Alvin Tresselt, Lothrop 1955

FARM EVALUATION

The lessons in the farm unit met the stated objectives. Often there is difficulty in obtaining films exactly when desired so there are many filmstrips and multi media materials listed under optional materials that could be substituted.

Iott's Farm in Temperence Michigan is well equipped to handle children and give them a good farm experience. The farm maintains a good selection of animals for the benefit of the children, and has a hay wagon for tours of the fields.

All other activities in this unit should be familiar to most teachers and their effectiveness always valuable in the classroom.

Title: "How We Buy - Consumer Choices"

Grade Level: 2

Framework Component: Economics

Developmental Objective:

To develop an awareness of the skills and information that helps us in buying things.

Behavioral Objectives:

1. Given a number of items which satisfy needs and wants, the child selects those which are most needed to sustain his life.
2. Given an opportunity to observe others purchasing items, the child will question the consumer to determine his motives for the purchases.
3. Given several items of approximately the same value the child will select one item and state why he feels the item is important to him.
4. Given a simulated market place with the following choices:
 - a) to buy or not to buy
 - b) to buy now or to buy later
 - c) to buy this item or service or to buy some other item or service
 - d) to buy here or to buy somewhere else
 The child will make his own decisions.

Integration:

Verbal and written Language, Spelling, Reading, Math, Science, Music, Art

Lesson:

Primary concept:

Because decisions are made in various ways by individuals, families, groups, and governments, it is obvious that consumer choices are not all individual, but that some are indirect and are made by groups of people.

Secondary concept:

Consciously or unconsciously people use three, four or five steps in a decision-making process.

Activities:

1. With the class make a chart showing what it costs to own pets such as a dog, cat, bird, fish, etc. Compare the cost of keeping each pet. Discuss how the cost of keeping a pet might influence choice. What other factors influence the selection of a pet?

2. Collect boxes and cans. Examine, compare, and discuss the use of labels in making consumer choices.
3. Discuss advertising in the newspaper, in magazines, or radio and television and if it affects consumer choices.
4. Have the children bring in games, toys, etc. that are still in good condition but they no longer have any use for them. The children can price their items and try to get others to buy their items.
5. Have the children think of some service they could perform for a fee. They would need to advertise their service and encourage others to buy their service.
6. Allow for first-hand experiences to be discussed which may have changed their mind about buying certain products or services.
7. Have the children ask their parents how they bought items for themselves, for their house and for their family. What experiences did they have with products or services which did or didn't please them.
8. Allow for children to earn some kind of play money so that they can make purchases.
9. Encourage children to look in newspapers and magazines for "sales" and compare prices, quantity and quality.

Media and Materials:

- Multi-Media - 2 Where Does It Come From? K-3
- Multi-Media - 9 How Things Are Made K-6
- Multi-Media - 120 Supply and Demand 4-6
- Multi-Media - 123 Basic Economic Concepts K-3
- Magazines, Newspapers, Labels from products store advertisements

Evaluation:

1. By observing the behavior and listening to the conversations it is possible to determine whether the concept of "consumer choices" is understood.
2. By observing the cooperation of the parents in this activity with their children it is possible to determine some choices and values the family holds dear.
3. By observing the choices the child makes it is possible to determine if he/she is willing to make decisions and what kind.

Observations:

1. It was most interesting to see the large variety of items the children brought to school.
2. It was quite revealing to discover which services some children felt they would like to sell to earn money.
3. Many children responded to the activity about keeping pets. All sorts of reasons were given why they could have or couldn't have pets. Several mentioned that they and some of their family were allergic to some animals.

4. It was most revealing to learn how observing they are about television and radio commercials.

GRADE LEVEL: TWO

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: SOCIAL STUDIES

TITLES: MAKING AN ASSEMBLY LINE PRODUCT
TRANSPORTATION
GOODS AND SERVICES
SCHOOL HELPERS
ALL KINDS OF JOBS
THE FARM

Title: "Making an Assembly Line Product"

Grade Level: 2

Framework Component: World of Work

Developmental Objective:

To develop an awareness of the division of labor.

Behavioral Objectives:

Given a small group project, the child will be able to state the importance of his task in the total project.
Given an opportunity to sell product to public, the child will be able to use appropriate speech practices.

Integration:

Art, Math, Verbal Language, Writing

Lesson:

Primary concept: Making an assembly line product.

Secondary concept: Product would be sold at school bazaar.

Activities:

1. Show a film about a factory and the product it produces. Make a list of machines and specialists that were involved in making the product. Discuss how the division of labor in that factory makes it possible to produce more goods in less time and how factory workers depend on each other because their jobs are specialized.
2. Dramatize a day in the life of a particular worker. Have children suggest the work to be performed. Have children change positions to learn what each task involves in the total operation.
3. Develop plan for setting up a place of business which uses assembly line to make products. Divide the various tasks and have children complete the product.
4. Divide the class into teams after the product to be made was decided upon. Yarn lapel dolls was the choice because they could be made quickly and easily. Samples of various products were displayed prior to the selection. Questions were asked and answered to help the class feel they could realistically accomplish their goal.
5. Select several children to go with the teacher to purchase materials.
6. Divide the class into teams. Give each team a production quota of factory dolls. Have each team divide their labor.
 - a. Those who wrap yarn around cardboard to make body
 - b. Those who tie body strands together before slipping off cardboard
 - c. Those who wrap yarn around cardboard to make the arm
 - d. Those who tie each end of arm with yarn for the hands
 - e. Those who assemble body and arms together.
 - f. Those who tie loops into legs for boy lapel dolls.

- g. Those who sew black yarn eyes and mouth on face.
- h. Those who attached a small safety pin on back of each head
- i. Those who prepared display table where dolls would be sold.
- j. Those who made signs to advertise what we were selling. at the bazarre and what price we decided to charge (15¢). All members if class had a opportunity to sell.
- k. Two children were appointed to collect the money and make change.
- l. Discuss the appropriate speech needed to attract customers and make sales.

Media and Materials:

Multi Media - 9 - How Things Are Made

Multi Media - 118 - Interdependence

Pictures

Magazines

Newspapers

Yarn, pins, cardboard needles

Evaluation:

- 1. By observing the active participation of the students in selecting the product and necessary materials, the tasks to be performed on the assembly line and how they would be sold to the public it was possible to determine whether or not the concept was understood.
- 2. By observing the finished product it was possible to determine how well they performed their tasks.
- 3. By counting the proceeds it was possible to determine the net profit made.
- 4. Each team did produce forty dolls.

Observations:

- 1. It was not very long after the line began that certain children discovered the need to inspect the product being made and to supervise those children who were not working as efficiently as some of the others.
- 2. Some children asked to trade jobs because they felt they could not complete the task well.
- 3. Some children were very competent in handling the materials quickly and correctly.
- 4. The competition between the teams was not felt-at first. But when one team began filling their box with dolls of various colors and color combinations-then the excitement began to mount.
- 5. We worked each day for a week at a specified time. The teams were aware that their other work needed to be completed before any member could report to work.
- 6. It was interesting to see which children were self-appointed supervisors and which were very helpful to those who worked slowly or who became upset when they felt they were not working as well as the others.
- 7. At the end of that week the class discussed the advantages and disadvantages of an assembly line.

8. The class also discussed the reaction of the customers. The lapel pins were all sold and many people were so pleased to find something to buy which didn't cost too much. Those who came too late were disappointed. In a way, this pleased my class but they were overheard to say that maybe we would make some more a little later in the year.
9. The class was anxious to have another project to carry on.

TITLE: TRANSPORTATION

LEVEL: 2

FRAMEWORK COMPONENT: WORK FAMILIES

DEVELOPMENTAL OBJECTIVES:

To develop an awareness of jobs in the transportation field.
 To develop an awareness of the importance of transportation workers.
 To develop an awareness of our dependence on transportation.
 To develop an awareness of what a person in transportation does and his responsibilities.

BEHAVIORAL OBJECTIVES:

Given two sets of pictures child will be able to tell which worker goes with each means of transportation.
 Given a picture of a worker child will be able to tell how his job is important.
 Given a name of a transportation worker child will be able to tell how people would suffer if they did not have his service.
 Given a ride on a bus child will be able to tell advantages of this method of transportation.
 Given a discussion of many types of transportation child will be able to list general advantages of mass transportation.

INTEGRATION:

Career awareness

LESSON I:

Primary concept	:	There are many jobs in transportation.
Secondary concept	:	Responsibility of transportation workers.
Activities	:	Share study prints with class. Discuss the many jobs shown in the prints, and the responsibility of the workers. Choose favorite method of transportation and paint a picture of it. Make bulletin board display.
Media materials	:	<u>SVE STUDY PRINTS</u> , How people travel in the city, SP 129. Moving goods for people in the city, SP 130. Paints and paper.

LESSON II:

- Primary concept : The importance of transportation.
- Secondary concept : Our dependence on transportation.
- Activities : Films. Discuss different cars on train and the things they carry. Make a train, each child makes one car for the train out of construction paper. Hook them together for a giant train display.
- Media materials : Films: Passanger Train 385-1 11 min.
The Freight Train 385-4 11 min.
Visual Aids Department Toledo Public Schools.
- Evaluation : Child will be able to tell how trains are important and how er depend on them. Child will also be able to apply this to other means of transportation.

LESSON III:

- Primary concept : Responsibilities of people in transportation.
- Secondary concept : Dependence on people in transportation.
- Activities : Take a trip on a bus to a train yard. Write thank you letters to train yard guide.
- Media materials : Tarta Bus, Shoreland Train Yard, Mr. Bella, pencil and paper.
- Evaluation : Read thank you letters and evaluate what children observed.

LESSON IV:

- Primary concept : Our dependence on transportation
- Secondary concept : The importance of transportation
- Activities : Read story to class.
Create own story about a town that did not allow trains, cars, buses, etc.
How would they be able to get along.

TRANSPORTATION EVALUATION

The activities in the unit on transportation meet the stated objectives. There is a list of optional materials at the end of this unit if a teacher should have trouble finding the films, and books listed in the lesson plans.

The trip on the Tarta Bus although probably done many times takes on new perspective when done in a unit on transportation. The children become aware of new things.

Mr. Bella at the Shoreland Train Yard is a perfect gentleman and a good guide for the children. He takes the children EVERYWHERE in the train yard and buildings. The trip does have some dangerous places and teachers do need extra help with supervision. It is a very interesting and worthwhile trip.

GOODS AND SERVICES (approximate grade level 2)

Framework component: Individuals and Work

Developmental Objective: Awareness that individual workers either produce goods or provide services.

Behavioral Objectives: The child will be able to name some jobs that produce goods.

The child will be able to name some jobs that provide services.

The child will be able to sort pictures of workers into those who produce goods and those who provide services.

The child will be able to categorize the occupations of the class members families.

The child will participate in a classroom activity to produce a good.

The child will participate in a classroom activity to provide a service for someone in the school.

Integration: Career Awareness
Art and Bulletin Boards
Math Unit on measurement

Lesson:

Primary concept: Workers either provide us with a service to help us or they produce goods for us to use.

Secondary Concepts: We also can provide services.

We also can produce goods.

- Activities:**
1. Using the occupations of class members families, discuss with and explain to the children which jobs are the kind that provide a service and which are the kind that produce goods.
 2. Make two charts one headed GOODS and the other headed SERVICES. Have the children list as many jobs as they can think of and place them under the correct category, stating their reason.

3. Have children cut out or draw pictures of workers. Make a bulletin board divided into two sections - Goods and Services. Have children place their pictures in the appropriate section.
4. Goods Production - Have a cookie making activity in assembly line style (Math unit on measurement can fit well here), with each child responsible for something - adding ingredients, sifting, mixing, etc. Use finished cookies for a bakesale.
5. Providing Services - Divide children into small groups (3-10) and have them think of things they could do for someone at the school (perhaps another teacher or the secretary). Teacher should already have asked these people for some things that the children could do for them - eg stuff envelopes, count books, read to younger children, sort word cards, water flowers, etc. Each group may then select one service to perform.

Media and Materials: chart paper/cardboard
bulletin board
magazines/scissors/paste
paper/pencils/crayons
ingredients for cookies

Evaluation: The children caught on to these concepts and achieved the objectives quickly. Activities 4 and 5 were particularly helpful in making the understanding of producing goods or providing services more concrete. Perhaps speakers who do work in either of these areas would have been beneficial to the students learning experience and helped them to obtain the unit objectives. The cookie making activity would be an excellent place to incorporate a Math unit on measurement and/or money (to prepare for the bakesale).

TITLE: SCHOOL HELPERS

GRADE LEVEL: 2

FRAMEWORK COMPONENT: WORLD OF WORK - VARIETIES OF WORK

DEVELOPMENTAL OBJECTIVES: AWARENESS

- To develop awareness of workers in school.
- To develop awareness of the importance of school helpers.
- To develop awareness of dependence on school helpers.
- To develop awareness of what each school helper does.

BEHAVIORAL OBJECTIVES: COGNITIVE

- Given a list of jobs, child will be able to tell which are school related jobs.
- Given sets of pictures, child will be able to pick out school helpers.
- Given pictures of various locations in the school, child will be able to tell what worker belongs there.
- Given a list of workers, child will be able to tell what each worker does.
- Given the name of a worker, the child will be able to tell how the school would suffer if the worker were not there.

INTEGRATION: These lessons would be considered Awareness of Work and not necessarily integrate the school curriculum, although many language arts skills are used in the unit.

LESSON I:

- | | | |
|--------------------------|---|--|
| PRIMARY CONCEPT | : | There are more than principals and teachers in a school, and who each worker is. |
| SECONDARY CONCEPT | : | The responsibilities of each worker. |
| ACTIVITIES | : | Walk through the building on a helper hunt. |
| Experiencing | | Discuss clothing worn and equipment used by each helper. |
| Simulation | | Make a chart of all workers found on the walk. |
| Vicarious | | Make a picture of workers in the building. |
| MEDIA-MATERIALS | : | Chart paper, magic marker, newsprint, crayons. |
| EVALUATION | : | Child will be asked to draw three school helpers other than teacher and principal, and to include the workers dress and equipment. |

LESSON II:

PRIMARY CONCEPT	:	The responsibilities of each worker in a school.
SECONDARY CONCEPT	:	Our dependence on school helpers.
ACTIVITIES Vicarious	:	Show filmstrips and discuss some of the workers. Relate workers in filmstrips to those in your building. Create short rhymes about each job.
MEDIA-MATERIALS	:	Filmstrips <u>Schools</u> and <u>School Workers</u> found in career resource guide pages 2 and 37. Writing paper and pencils.
EVALUATION	:	Child will be asked to match school worker with work description.

LESSON III:

PRIMARY CONCEPT	:	The responsibilities of each worker.
SECONDARY CONCEPT	:	The importance of each job.
ACTIVITIES Vicarious Simulation	:	Arrange for one or more of the school helpers to come into the class and tell about their job. Role play in charade type manner. Have children compose thank-you letter to the guests.
MEDIA-MATERIALS	:	Guest speakers, writing paper, pencils.
EVALUATION	:	Observe children at role play.

LESSON IV:

PRIMARY CONCEPT	:	The importance of each school helper.
SECONDARY CONCEPT	:	Our dependence of each worker.
ACTIVITIES Vicarious	:	Read a story which shows school helpers. Make up own story. What would it be like in a school without a principal, teacher or one of the other school helpers. Read completed stories to class.

- MEDIA-MATERIALS** : Book, Bad Trouble in Miss Alcorn's Class by Alice Rothschild, writing paper, pencil.
- EVALUATION** : Read over stories and check for a sound understanding of what would happen if we did not have school helpers.

LESSON V:

- PRIMARY CONCEPT** : The importance of school helpers.
- SECONDARY CONCERN** : What the responsibilities of each worker are.
- ACTIVITIES** : Have the children compile a book, including their pictures of school helpers, story, poems, and all other materials collected about school helpers. Make a cover out of construction paper.
- MEDIA-MATERIALS** : Construction paper, staples
- EVALUATION** : Child will hand in a book of school helpers.

OPTIONAL ACTIVITIES AND MATERIALS:

Photoboard 9 from SRA Focus on Self Development (teacher)
 Filmstrip Oldest in the Class...My Teacher Troll A
 Associates 1973
 Filmstrip School Helpers p. 4 FS in Career Resource Guide
 Film Fairness for Beginners Cornet 16mm
 Film Our Class Works Together

Game Who Am I? Child gives two or three clues about a school helper then asks Who Am I? The person who gives the correct answer is it next.

EVALUATION:

Lesson one was well received by the class and they were very observant. They thought of one helper I hadn't considered. The chart and picture idea is always effective.

Lesson two the films have not yet been previewed.

Lesson three the children enjoyed the school nurse and are awaiting a visit from another helper.

The rest of the unit cannot be evaluated at this time because it has not been presented to the class. I do feel it is a worthwhile venture and that the children enjoy it and are learning about helpers in a variety of jobs. It also does not demand that you leave the school building.

ALL KINDS OF JOBS (approximate grade level 2)

Framework Component: World of Work

Developmental Objective: Awareness of the varieties of work

Behavioral Objectives: The child will be able to state what work is.

The child will be able to tell what jobs are.

After viewing film and reading book (see activities), the child will be able to help list jobs they have heard of or seen.

The child will be able to tell what his family or close friends occupations are.

Integration: Social Studies, Career Awareness

Lesson:

Primary concept: There are numerous jobs in our world.

Secondary Concepts: There are jobs to suit interests and abilities.

Workers do jobs that we need.

- Activities:
1. View one or more films from the Community Helpers series. Discuss jobs in the films, focusing on the need for them and the satisfaction a worker may get from doing his job well.
 2. Read book ABC's of jobs. Discuss define and view pictures of each job.
 3. Make a chart list of as many jobs as the kids can think of. Explain and give proper titles to them if the children do not know. Discuss what they do and how they help us.
 4. Have children go home and talk with their parents and make lists of jobs they may come into contact with during the course of a day. Add these jobs to the class list.

5. Make chart of the careers of the childrens families. Draw or cut out magazine pictures of what they do.
6. Have people from the community or school come in and talk about their job.
7. Cut out pictures and/or draw pictures of people doing work. List the job and make a career dictionary.

Media and Materials: films from Community Helpers series - obtain
 Career Ed. Media Center
 book ABC's of Jobs (library)
 magazines/scissors/paste
 chart paper
 construction paper/crayons
 pencils

Evaluation: This was our first unit where we actually talked about jobs and work. The children achieved all objectives easily, for they already knew much of of the material. This unit chiefly served to focus all the bits and pieces of their knowledge of the topic, into a more concrete conceptualization of the world of jobs and work, and the bast varieties of work and workers.

The children were very receptive to the films and activities. Lessons went quickly for the children were already acquainted with many jobs due to the excellent overviews presented by the films and books. In my classroom we were only able to have one school worker come in to speak and one film from the series to show. Although I explained other school jobs to the children, more outside speakers and other films from the series would have provided more interesting learning experiences.

Title: The Farm

Length: Approx. 4 weeks

Developmental Objective: (the World of Work)

To stimulate the child's appreciation of the importance of the farm in our society, and to help each child realize the differences between urban and rural life.

Behavioral Objectives:

The child will be able to recognize domestic animals.

The child will be able to trace food products to their proper source.

The child will be able to raise and care for a live plant.

Integration:

This unit will be integrated with Social Studies, science, Language Arts, art, and music.

Primary Concept:

We depend on the farm as an important source of many food products.

Secondary Concepts:

An understanding of the terms "farm life," "domestic animals," and "crops".

Activities:

1. Lead the class in a discussion tracing products such as eggs, milk, bread, and vegetables from the table to the farm.
2. Film - 16mm. "Farmer Don and the City", American Films, Film Association of California.
3. Plan to take the class on a field trip to a farm.
4. Discuss the problems which might arise if we had no farms. Ask question: "What do you think might happen if all the farmers moved to the city and we had no more farms?"
5. Make a chart of a typical day on the farm in contrast to a typical day in the city.
6. Give a picture-word quiz. Circle the animals you would find on a farm.
7. Filmstrip - "Then and Now in the Midwest Dairylands" - SS-377. Discuss a class trip to a local dairy. Questions: "What products are prepared at the dairy?"
8. Filmstrips - "Life On the Farm Gathering Eggs" S-165
"Life on the Farm Milking" S-164
"Life On the Farm Feeding Animals" S-161
9. Bring a live chick, duck, or other farm animal into class.
10. Experiment: plant two bean seeds; water one regularly and provide sunlight; do not water the other and keep it out of the sun; observe.
11. Discuss the farm environment. Contrast it to the city. Ask the children to describe each. Question: "What do you find in the country that you don't find in the city?" and vice versa.
12. Have each child plant and care for a live plant in the classroom.

13. Read and discuss The True Book of Farm Animals by John Lewellen.
14. Have each child begin a word file on words associated with the farm and country.
15. Read the poem "The Cow" by Robert L. Stevenson. Discuss our friend the cow.
16. Discuss: What do crops need to grow? What do we mean by the word "crops"? What foods are reared as crops?
17. Show filmstrip - "Going To The Country? L-161. Have children discuss what they think is happening in each frame.
18. Arrange a group discussion: "Would you rather live on a farm or in the city?" "Why?"
19. Have the children make a chart relating farm products to their sources. i.e. cow - milk, cheese, butter, ice cream, meat.
20. Construct stick puppets of the characters from the "Farmer In the Dell" -- farmer, wife, child, nurse, dog, cat, mouse, cheese.
21. Construct a model farm in the classroom using a variety of materials such as, cardboard, construction paper, paint, etc.
22. Make clay farm animals and paint them with temper paint.
23. Make a construction paper mosaic of a corn, bean, or tomato plant as big as you are.
24. Sing and act out "The Farmer In the Dell". Learn a simple square dance routine to the music of "Turkey In the Straw".

Supplementary Materials:

Multi Media Kits - MM 188 The Dairy Farm and the Dairy
MM 198 Living On A Farm

Filmstrips - FS 5, FS 6 How We Get Our Foods

(All of the above materials are found in the
Career Ed. Materials Center)

Evaluation:

This unit was presented to my class at the beginning of the year. The children were very interested and seem to find all of the activities enjoyable.

GRADE LEVEL: THREE

DEVELOPMENTAL AREA: INDIVIDUAL AND ENVIRONMENT

INTEGRATION AREA: SOCIAL STUDIES, LANGUAGE ARTS
SCIENCE

TITLES: SCHOOL WORKERS
ECONOMICS AND THE INDIVIDUAL AND HIS ENVIRONMENT
BRINGING HORTICULTURE STUDIES INTO THE
INTERMEDIATE SCHOOL GRADES
POLLUTION IN OUR ENVIRONMENT

SCHOOL WORKERS

GRADE THREE

Developmental Objective:

To develop an appreciation for work in the school.

Behavioral Objectives:

1. Given a field trip through the school, the child will be able to explain the occupations and duties that each school worker performs.
2. Using a mural, the child will demonstrate his awareness and appreciation of the workers in the school.
3. In discussion periods the child will be able to explain his role and responsibilities in school.
4. The child will be able to define his role in school as it relates to that of the worker.

Integration:

Language Arts, Social Studies, Art, Health, Drama.

Lesson:

Primary Concept: To see the differences in the types of work that are present in the school.

Secondary Concept: That he (the student) is a valuable worker who does his part in school.

Activities:

Who are the workers in the school and what do they do?

1. Students list all the school workers. (Principal, secretary, aides, custodians, nurse, social worker, guards, teachers, etc.)
2. Students will conduct school worker interviews. These interviews will take place in small groups, with different students assigned to different areas in the school. A tape recorder can be used or a student recorder can take the notes. Each group will report in depth on one related operation.
3. Invite school personnel to visit the classroom and explain what their jobs are.

4. Discuss your work in the school with the children.

Is the child aware of the importance of the workers and does he show some appreciation of their efforts?

1. Pretending to be a particular worker in the school each child will illustrate that worker on the mural doing his job.
2. Role play to illustrate the idea that people are influenced by the way they see people treat each other and by the way they are treated, the children will role play positive and negative situations. Their roles will depict various school workers.
3. Use "What if..." topics for discussion. (ex. What if the worker didn't come to work? What happens if he only does part of his job? What if the lunch room workers didn't show up? etc.)

What is the child's role in the school?

1. Students will pantomime typical classroom situations pointing out students responsibilities.
2. Students will list five things that disturb them in the classroom and prevent them from being responsible workers.
3. Students will illustrate themselves at work in school by drawing pictures.
4. Students will discuss similarities of students roles in school to students in other schools.

How does the student's role relate to that of the worker?

1. Students will replicate activities of the various school jobs for a short period of time. (ex. Sweep the floors, assist in the lunch room, teach a class, etc.)
2. Reports of actual job experiences will be given.
3. Set up an employment agency in the classroom. Have the students turn in application forms for various school jobs.
4. Discuss why they applied for one particular job over another.

Media and Materials

Role playing script.

Art supplies: Paper for murals and drawings, scissors, paste, colored chalk, crayons.

Evaluation

1. 80% of the objectives were met.
2. Changes for improvement might be: a. relate activities outside of school to activities in school, b. relate how school prepares one for future positions, c. relate the types of work which would appeal to him only if performed with others.
3. Additional activities might be: a. discuss what it would be like if there were no schools, b. role play an applicant for a job who has never gone to school, c. list the activities of the past week in which you worked with a peer or peers.
4. Materials were effective.
5. Related materials that could be used: Check lists for self evaluation, film strips depicting the necessity of work to the individual, interest inventories, wall charts where the children could show the results of their investigations.
6. Additional subject areas might be: Math and Science

ECONOMICS
and
THE INDIVIDUAL AND HIS ENVIRONMENT

GRADE THREE

DEVELOPMENTAL OBJECTIVE:

To develop an awareness that many contributions to environments create goods and services for the individual in the production of food.

Behavioral Objectives:

1. Given several field trips the student will become aware of the variety of workers involved in providing food for society.
2. Given a list of workers in the food industry, the student will be able to:
 - a. list the workers whose jobs relate to the food industry.
 - b. discuss the need for workers to provide people with food.
3. Given a list of food items the student will be able to:
 - a. list the food needed for his family for one day.
 - b. identify the cost of the food on his list.
 - c. cite food items that could be grown at home.
 - d. locate on a map the stores where this food could be purchased.
 - e. produce and distribute an item for a profit.
4. Given a list of the four basic food groups the student will artistically reproduce a menu for one day using said groups.
5. Given the opportunity to construct a bulletin board around the theme "Keeping Food" the student will be able to classify foods under these titles: Drying, Smoking, Canning and Freezing.
6. Given a writing assignment, the child will be able to write a narrative based on pictures representing various job categories, stressing the interdependence of work in the food industry. (grocery store clerk depends on the farmers to grow the food, on the food processors to package it, on the truck drivers to deliver it to the store)

Integration:

Language Arts, Art, Social Studies, Math, Science

Primary Concept: That food is one of the basic human needs and society relies on many types of workers to help provide people with their food.

Secondary Concept: To understand some basic processes of production, processing and distribution of food.

Activities:

1. Field trips: To a farm, to a food processor, to a trucking company, to a supermarket.
2. Workers in the food industry:
 - a. Students list workers with whom they are familiar who provide food. (e.g. Farmer, Baker, Dairyman.)
 - b. Students will make a mural depicting the workers involved in the processing of a loaf of bread from the field to the supermarket.
 - c. Dramatize scenes from the mural. Let the children select parts they wish to dramatize or the characters they wish to play.
 - d. Discuss the population problem and its relation to the workers who provide food. (e.g. A city lot is too small to provide enough food for a family)
3. Food for the family:
 - a. Students list the food items eaten by his family for one day.
 - b. Using the newspaper ads or visiting the supermarket the student will list the cost of the items eaten. They will estimate the cost per person in the family and compare the cost per person in the family and compare the cost per person and per family in the classroom.
 - c. Using a school map the students will locate on the map the stores within walking distance from their homes where the food could be purchased. They will note the distance between the store and their homes and using crayons will mark the route taken. If more than one store is available to them, they will discuss why they chose one store over another.
 - d. Given a list of items the students will comparison shop and note the cost of the items listed. Upon return to the classroom they will try to decide how it is possible for some stores to underprice others.
 - e. Given ad sections covering weekly food ads, the students will list the bargain items, locate the stores where they are available on maps, and determine whether the cost of getting there overcomes their savings.

- f. Given access to the school kitchen the students will:
1. discuss the advantages of raising money through a cookie sale.
 2. discuss the need for the money so that the class could go out to lunch, or have lunch served in the classroom.
 3. discuss recipes to be used, the amounts of materials, and sale price of the cookies when they are completed.
 4. Obtain permission to use materials in the kitchen and set up a convenient time when the project can take place.
 5. Set up the groups who will buy the materials, the group that will measure and mix the batter, the group that will put the cookies in the plastic bags, the group that will make the ad ditto, the group that will handle the sale, and the group that will collect and report on the money.
 6. Carry the project to completion.

4. Menu's relationship to the basic food groups.

- a. Using a "Guide to Good Eating Chart" showing the four basic food groups, the students will list the foods which they had eaten the previous day under each group.
- b. Check off the list items of food that were kept for several days without spoiling. Make a composit list for the class as a whole.
- c. Discuss "feast or famine" days of the Indians and other early people. Recall how enterprising people learned to bake dishes, get water to their gardens, to kill whales for fat and fuel etc.
- d. Make a mural showing the indians teaching the pilgrams how to smoke and pickle food and how to plant vegetables.
- e. Take a field trip to the Campbell's plant which is the world's largest producer of cans. Following the trip point out that the processing of food has become the largest manufacturing industry in the United States.
- f. Refer back to composit list and have the students list all the ways that food is preserved in their homes.
- g. Discuss the fact that many people have refrigerators, freezers or rented food lockers. Ask the students how food markets keep food from spoiling.
- h. Discuss why foods spoil, How do you know food has spoiled, and the Effects of eating spoiled food.

1. Divide into four groups, each group will report on one of the following means of preserving food.
 1. Drying 2. Smoking 3. Cooking and Canning,
 4. Cooling and Freezing.
6. Interdependence of workers.
 - a. Given a writing assignment the students will write a narrative based on experiences and pictures representing various job categories. This paper should focus upon the interdependence of all the workers involved.
 - b. Given pins and pieces of paper with letters of the alphabet on each paper. (Have several vowels and consonants to form many words) Each student receives one letter to pin on his chest. Ask the children to form as many words with the letters available. Tell the children that they are NOT TO TALK as they form words. Play the game twice; the second time tell the children to talk to each other to form words. The discussion that follows will focus on the issue of performing a task in which one is needed or not needed.
 - c. After developing the definition of interdependence, students will work in pairs to find articles illustrating the interdependence of people. Each pair will develop a script to go with their pictures for a simulated T.V. newscast.

Media and Materials: Art supplies: colored paper for murals
 scissors, crayons, colored chalk, paste
 or glue School area maps, city maps.
 Dittoed copies of foods normally eaten
 at home. Chart of the basic food groups.
 Menues or dittoed copies of menues.
 Ingredients for making the cookies.
 Amts. would vary. Magazines, newspapers.
 Plastic bags
 Pins and peices of paper with letters
 of the alphabet.

Evaluation: This was a complete unit covering several months. Each section had to be evaluated. And the evaluations were tied into other subject areas. The students were having difficulty in Math but as soon as it became functional it was exciting. The value of a dollar became more important. When you earn your own money you think twice how you're going to spend it. They learned the value of a product depends on how it is made. Map reading and distance covered were tied into social studies. Science units included the basic food groups, the menues and keeping food. Language Arts was covered in the listing of workers, food items etc. in the narrative, the script writing for T.V. program. Physical Education and Music were not included. Students began to realize that it took a lot of experimenting to learn how to

grow, process and deliver the food on their tables. They began to appreciate the work of the scientists & workers that have made it possible to have fresh food at all seasons. They began to understand the importance of working together.

TITLE: BRINGING HORTICULTURAL STUDIES INTO THE INTERMEDIATE SCHOOL GRADES.

Grade Level: 3rd & 4th.

Framework Component: Individual and environment.

Developmental Objectives:

To have each student learn the role horticulture can and should play in his/her life through having each child assemble a terrarium and understand the terrarium's life cycle.

To have each student responsible for learning how to correctly plant and maintain plants and flowers with the purpose of developing each child's esthetic appreciation for beauty.

Behavioral Objectives:

Given the task of assembling his/her terrarium, each student, through working with a student from the Toledo Horticulture Center for one hour per week, should be able to understand, appreciate, and explain his/her terrarium's life cycle.

Given the task of learning about esthetic beauty, the students should learn how horticulture can present a learning opportunity for the students to gain a greater appreciation of their individual relationship to their environment.

Integration: Science

Lesson:

Primary Concept: To have the students develop an appreciation for the many benefits horticulture can bring into their lives through several horticulture-related activities.

Secondary Concepts: To have the children learn and be able to explain a terrarium's life cycle.

To have the children through assisting in planting interior and exterior flowers and plants understand, learn, and be able to explain to someone why specific flowers and plants are to be used in certain areas.

Activities: To have the classes visit the Toledo School's Horticultural Center so the children could talk with and interview the Center's students and teacher(s) to discover what career factors are involved in a horticultural work setting.

To have the children truly interested in learning more than the majority of the class about careers in horticulture actually work at a greenhouse and/or a flower shop under careful supervision for at least $\frac{1}{2}$ hour a week per child.

To have as a concluding activity each child able to state in his/her own words, through such means notebooks, logam drawings, or demonstrations, what he/she learned or did not learn from studying this unit.

Media and Materials: Terrarium brought in by each student; each container must be large enough for a 3rd and 4th grader's hand in fit inside comfortably.

Soil

Vermiculite

Terrarium decorations

Cameras

Tape recorders

Garden tools

Fertilizer

Seeds and plants

Evaluation: The students needed to better understand the terrarium life cycle. It has been decided by the involved teachers and myself that in the future a simple log should be kept by each child with the purpose of daily observation of changes within each child's terrarium as well as the flowers planted by each child.

Another suggestion is to develop a school horticulture club with the assistance of the neighboring greenhouse owner and interested neighborhood adults to maintain the exterior plantings at the school site. This is a good way of having the students take on and extend a responsibility even after school is over for the summer.

The materials and media were used extensively by most of the students. Class visitors noted the students' enthusiasm when asked about home gardens. Many students said they were starting gardens themselves or were assisting their parents with their gardens.

Mathematics should have greater importance in the unit. Determining the correct amount of soil and vermiculite for the terrariums, measuring the correct distance between flowers and other plants, are just several ways mathematics would be used in this horticulture unit.

Special thanks must go to Gerald Edington, Edington's Flowers & Garden Center owner/manager, and to Miss Jessie Rippey, Woodward High School Horticulture Student; both people were extremely valuable to the work accomplished by the Edgewater School 3rd and 4th grades.

Title: Pollution in Our Environment

Developmental Area: Individual and Environment

Developmental Objectives

1. The student will be aware of the different kinds of pollution.
2. The student will appreciate a clean environment.
3. The student will realize that man causes pollution through his work and personal habits.
4. The student will be thoughtful in his actions to help prevent his pollution of the environment.
5. The student will exercise his influence on others in preventing or minimizing pollution.

Behavioral Objectives

1. The student will list different kinds of pollution.
2. The student will name three sources of pollution.
3. The student will express one idea on how to stop pollution.
4. The student will take a walk and list pollution that he sees.
5. The student can tell and compare the difference of plant life near and away from pollution.
6. The student will play the Coke ecology game.
7. The student will draw a before and after picture of an area that has become polluted.
8. The student will view and discuss a movie on pollution and life in the future, gotten from the Environmental Education Office.
9. The student will measure different pollution levels.
10. The student will visit the water sewage plant.
11. The student will listen to a presentation from the Environmental Education Office.
12. The student will find and cut pollution pictures from magazines.
13. The student will help write a story about the water sewage plant by contributing at least one sentence.

Integration

Science

Lesson

Primary Concept: The student will notice different kinds of pollution and be aware that they are a part of his environment.

Secondary Concept: The student will become aware of some of the tools, simple and complex, used to measure and verify pollution levels.

Activities

Lesson I. The students divide into groups and list specific pollution they have seen in their neighborhoods.

Each group reports to the class. The class will discuss possible sources of neighborhood pollution.

The class will take a tour of the school neighborhood and list pollution seen. Point out the effect on plant growth near the street as compared to away from the street.

Opposite pollution seen, list possible measures for eliminating or minimizing pollution.

Lesson II. Invite a speaker in from the Environmental Education Department to talk to the class on the kinds of pollution and preventative measures.

View a movie, obtained from the Environmental Education Department, on what the pollution problems of the future will be if today's pollution problems are left unchecked.

The class will discuss the film.

Lesson III. Ask the class, "How can we measure pollution? How do we know when our land, air or water is polluted?" Bring out the use of senses (sight, smell, hearing, taste, touch).

Conduct two measuring experiments:

1. Smear paper plates with Vaseline and locate the plates in different parts of the room. Explain that the big pollutants in the air will settle and stick to the plates. In a few days check the plates and discuss the kinds of pollutants found and where they came from.
2. The students will collect a variety of water samples (tap water, lake, pond, stream, rain, etc.) Test the water samples for pollution using a water pollution kit borrowed from the Environmental Education Department.

Lesson IV. Each student will cut pollution pictures from magazines. Ask the students what it was like before the area be-polluted. Discuss.

Each student will fold a sheet of drawing paper in half. On one side the student will draw his impression of an area that is polluted.

On the other half the student will draw a picture of the area before it became polluted.

Each student will explain his pictures to the rest of the class.

Lesson V. Visit the water sewage plant. Discuss what is being done to minimize water pollution. Write a story about what was seen at the plant.

Lesson VI. The students will play the Coca Cola Ecology Game. Have them keep in mind the idea of how they would like to set up their environment.

Media and Materials

Coke Ecology Game, paper, pencil, chalk, blackboard, field trip, bus, drawing paper, crayons, water samples, water pollution kit, Vaseline, paper plates movie (from Environmental Education Department, environmental speaker, necessary permission forms.

Evaluation

This TOCMPAK can be evaluated by the following criteria:

1. The student can list several sources of water, air, and land pollution.
2. The student will express an interest in preventing pollution.
3. The student will be able to use several simple methods to measure pollution.

GRADE LEVEL: Three

DEVELOPMENTAL AREA: Education and Training

INTEGRATION AREA: Science

TITLE: Clothing: Source and Use

Title: Clothing: Source and Use

Grade Level: Third and Fourth Grades

Framework Component: Education and Training

Developmental Objective:

To develop an awareness of the interdependence and interaction among individuals in the clothing industry

Behavioral Objectives:

To develop an understanding of some of the occupations and skills related to the clothing industry.

To develop an awareness of the importance of natural resources as raw materials for making clothes.

To understand some concepts of capitalism such as private property, profit motive, supply and demand, and competition.

To gain an appreciation of our rising standard of living

To relate the factors of production, regional and occupational division of labor in the clothing industry

To gain an understanding of the nature of taxes

To develop an awareness of the importance of wise buying and the proper care of clothing

To appreciate the necessity for the interdependence among workers

Integration: Science, Math, Social Studies, Language Arts, Art

Lesson

Primary Concept: Not just style, but history, economics and many other factors influence the clothes we wear.

Secondary Concept: All workers in the production of clothing are inter-dependent.

Activities:

A. Occupations and Skills in the Clothing Industry:

1. Discuss the people at many different jobs who produce the clothes we wear.
2. Draw a brief flow chart of different workers involved in the production and marketing of a particular piece of clothing. E.g. the farmer raises cotton. The cotton is picked and the seeds removed. The cotton is spun into thread and the thread is woven into cloth. The cloth is cut into articles of clothing. The clothing is sent to the stores where we purchase it.
3. Discuss why people wear clothes, e.g. for purposes of decoration, ritual, identification, morals, as well as protecting man's hairless and tender skinned body from temperature extremes and other injuries.
4. After calling attention to various types of clothing being worn in the classroom, list the types of garments and the probable fabrics of which they are made.
5. Discuss that for comfort and health reasons, clothing should prevent loss of body heat in cold weather; in hot weather, clothing should allow ventilation and insulate the body against high temperatures.
6. Bring in and display types of clothing that various workers wear. E.g. hats work well for this project (policeman, fireman, nurse, construction worker, soldier, sailor, etc.)
7. Bring in sample fabrics from home, design a chart with samples of a wide variety of fabrics. (Display the clothing fabrics under two groups, "Clothing from Living Things" and "Clothing from Other Things." Questions: Where do these materials come from? Why don't you always wear the same kind of clothing? Did your grandparents wear the same kind of clothing?)
8. Display pictures showing carding, spinning, weaving, dyeing, sewing, tanning of leather and knitting. If materials are available the students should experiment in doing any of the above.

B. Natural Resources:

1. Discuss our natural resources, coal is used in the production of nylon. Locate the major coal producing regions of the U.S. Cut out pictures of nylon clothing or nylon products from store catalogues.
2. Discuss the term "fiber" to make sure they understand that fibers are twisted together to make thread. Pass out pictures of materials, burlap is fine, and let the students tear the cloth apart; examining at the same time the woven patterns of the threads. Using a small hand loom explain that the threads that run across the loom are called "woof" and those that run up and down are called "warp."

3. Discuss the use of animals from whose fur or hair we make cloth. (Go to furrier to obtain sample pieces of fur for display, or you might use horse hair or sheepskin.)
4. Discuss man's use of silk fibers in the cocoon of the silk worm which originated in China over 4,000 years ago and has expanded to Japan, from where a great deal of our present supply of raw silk comes.
5. Discuss cloth from plants. (Flax has been grown since the earliest periods of history and linen was woven as long as 4,000 years ago. The Indians of the Southwest used the strong fibers of the yucca plant of the desert for their mats, sandals and ropes.)

C. Capitalism:

1. Discuss private property: Many of the farms on which cotton is produced and ranches where sheep are raised for their wool are owned and managed by the same person. List some of the equipment they need to produce cotton or wool.
2. Discuss profit motive: many types of clothing are made in factories. The owner of the factory employs men and women to cut out and sew together pieces of garments. He must purchase machines. He sells the clothes to distributors or to stores. The money he has left after paying wages, cost of materials and other expenses is the profit.
3. Discuss competition: Check the prices in the newspaper of a similar sale item at different stores. List the reasons why you would buy from one store instead of another.
4. Discuss what might have happened to the cotton producer or the sheep rancher when chemists succeeded in making textile fibers from many materials. What happens to you when no one needs your product?

D. Standards of Living:

1. Students will draw a mural showing changes in clothing over a period of time.
2. Compare the process of making one item of clothing in the early days of the U.S. to the production, through the use of machines, of thousands of items per minute.
3. Read about machines that have sped clothing production.
4. View the film Pioneer Spinning and Weaving.

E. Factors of Production:

1. Discuss science, research and automation. Research scientists have developed machines that require fewer workers and have developed man-made fibers which have reduced man's dependence on plants and animals for clothing.
2. Write "tall tales" about the type of materials scientists will invent in the future and the role automation will play in their production.

3. Discuss the need for capital: To operate a department store you need many items such as counters, display racks and cash registers. After visiting a department store list the items viewed which the store required to conduct its business. Also list the people needed to run the store.
4. Illustrate on a world map the products we import in the clothing industry. E.g. fine wool from Australia; linen from Ireland; silk from Japan and France; cotton from Egypt and India. Stress the importance of international trade.

F. Taxes:

1. Discuss: Many states and local governments charge sales tax on articles of clothing purchased. Sales taxes are used by the state and city to help provide services for people.
2. Write to find out the rate of sales tax in four neighboring states. Compare their rates with those of Ohio.
3. Given a list of 10 articles of clothing and the cost of each item, the students will total the cost and determine the tax on the total list.

G. Wise Buying and Correct Care of Clothing:

1. Discuss personal and family budgeting: A family needs to plan the spending of its money earned for such things as food, shelter, transportation and clothing.
2. Interview the parents, have the students approximate the annual cost of clothing for their family for a year.
3. Determine how long a student must set aside a given amount of money in order to save enough for the purchase of particular items of clothing.
4. Define the meaning of: tubfast, vat dyed, sanforized, preshrunk, drip dry, pre-pressed.
5. Illustrate the life stages of the moth.
6. Discuss the clothing that moths like and how we can protect our clothing from this insect. (Clothes moth's caterpillar's "larvae" eat: wool, fur, feathers. They are most likely found in dark closets, in carpets made of wool, and in upholstered furniture.)
7. Display dolls dressed in different textiles attached to the dolls, reports of the materials worn and the proper care of such materials.
8. Make a series of dioramas to show clothing materials appropriate for various weather conditions.
9. Make articles of clothing out of paper for a "fashion review," invite some other class to act as judge in choosing the most creative paper outfit.

H. Interdependence Among Workers

1. Using the flow chart of the workers first, role play the smooth process of interdependence, then show a situation involving one or more uncooperative workers.

2. Discuss the similarities and differences of workers who supply our food and those who provide our clothing.
3. Students will discuss their own needs for respect from others and then relate that need to all workers in the clothing industry.

Media and Materials:

Art Supplies: crayons, colored chalk, mural paper, art paper, colored paper, scissors, paste, glue, tape, paint

Various fabrics, cardboard to make charts

Pictures showing: carding, spinning, weaving, dyeing, tanning of leather and knitting.

Natural Resource Chart

Burlap and a small hand loom

Large world map and dittoed copy of same for students.

Samples of fur: mink, lamb, horse hair, or sheepskin

Newspapers listing clothing items on sale

Books and/or filmstrips which show clothing production then and now, and the changes in machines and types of clothing worn.

Budget sheets to itemize yearly family clothing cost.

Dictionary

Display dolls

Magazines, catalogues

Evaluation:

The program was continued over two months and evaluation was done through written or oral tests as they related to the subject matter. 80% of the objectives were reached. Each area was developed in each phase of the different subjects. Comprehension depended upon the ability level and experience of the student.

The students began to see themselves as productive workers who help support their community through efficient positive efforts as a producer and a consumer. They learned what is meant by a "fair day's pay for a fair day's work" and the implied obligations between consumer and producer. They began to learn the value of money; its effect on their behavior; the way in which he is willing to work for his money; and how his spending gives direction to the use of raw materials for production and consumption of goods and services in the clothing industry.

They began to realize that behavior modifications will be expected of him for certain jobs. They began to see that many job skills require different educational programs to develop performance behavior.

They became aware that our clothes are more comfortable and better fitting than those of earlier people because we have made better use of science and machines.

Additional field trips: once the class has become interested in the great variety of materials used in clothing, they could be taken on a "window shopping" walk past a number of clothing stores, with attention being focused on many types of garments, the importance of the display and the probable fabrics of which each is made.

A trip to a historical museum having a display of clothing of long ago could be made. (Try a costume shop if no museum is available.)

GRADE LEVEL: THREE

DEVELOPMENTAL AREA: ECONOMICS

INTEGRATION AREA: SOCIAL STUDIES

TITLE: BUSINESS SIMULATION

Title: Business Simulation

Framework: Economics

Developmental Objectives

1. The student will become aware of the concept of supply and demand.
2. The student will experience the idea of being a wage earner.
3. The student will appreciate the value of cooperation with co-workers.
4. The student will develop a sense of confidence when speaking to others.

Behavioral Objectives

1. The student will fill out an application form.
2. The student will role play an interview situation.
3. The student will produce a candle from wax.
4. The student will role play the selling of a candle.
5. The student will construct a candle sales booklet.
6. The student will enter another classroom and sell candles.
7. The student will add money made from the sale of candles.
8. The student will demonstrate good house keeping habits by cleaning up the room after a day of production.
9. The student will fill out and record his work time on a time card.
10. The student will construct advertising posters for the sale of candles.
11. The student will type letters explaining the making and sale of candles.
12. The student will fill out a candle order blank form.
13. The student will fill orders for candles.
14. The student will make change as he sells candles.
15. The student will demonstrate good manners such as appropriately stating phrases such as please, thank you, no sir or maam, etc.
16. The student will rotate from group to group and demonstrate sharing of responsibility.

Integration

Social Studies - Unit on business

Lesson

Primary Concept: The student will acquire first-hand experience with the concept of production and selling.

Secondary Concept: The student will learn the procedure for the making of a candle.

Activities

Lesson I. Ask the class what it takes to operate a business. Draw out basic things as people, machines, and materials. List these items on the board. Ask the class to list

some prerequisites for employment. Focus on employment application and interview. Explain to the class that the teacher is going to form a candle company and that if they are interested in becoming an employee of same they must fill out an application for employment and be prepared for an interview. Students fill out teacher prepared application forms. Dissect and discuss the various parts of the application form.

Lesson II. Discuss preparation for job interview. Draw out points such as dress, manners, self-confidence and selling your qualifications for the job. Students prepare themselves for an interview by grooming themselves in front of a mirror, practicing courtesies with the other students and putting on appropriate dress. Each student who prepared an application will have an interview with the teacher in the presence of the other students.

Lesson III. Divide the class into three groups.

- Group I.** Letter writers and advertising group. These students will be responsible for writing letters to the other classrooms explaining that a candle company is being formed, and for making posters and other advertising materials to be displayed throughout the school.
- Group II.** Sales Group. These students will be responsible for the preparation of a sales booklet explaining the cost and styles of candles for sale, for the preparation of a sales pitch to be presented to the students in other classrooms, and for the writing, filling and delivery of candle orders.
- Group III.** Candle Making Group. These students will be responsible for melting the wax, scenting and coloring of the wax, placement of the wicks, pouring and unmolding of the candles.

Students will rotate within this three group structure.

Lesson IV. Begin work in each group. Books on candle making may be borrowed from the Toledo Public Libraries. This project may continue and take as much time as needed to complete. The size and scale of the project may be determined by the teacher. The responsibilities for each group may be taught within the group and retaught in the group as the groups rotate. Students will learn to use time cards.

Media and Materials

application forms, combs, brushes and shoe polish for interview preparation, typewriter and paper for letter writing, drawing paper for preparation of the sales booklet, order blanks, wax, hot plate, candle scent, candle wick, crayons for candle color, candle molds, candle guarantee or lack of, two student teachers, time cards.

Evaluation

This TOCMPAK can be evaluated by the following criteria:

1. After the company closes the student will be willing to share more of his time with others.
2. The student can state the basic components of a business.
3. The student be willing to talk to others throughout the building.
4. The student can explain the use of a time card.
5. The student can list the procedure for the making of a candle.
6. The student can verbalize how a business makes money. (supply and demand.)

GRADE LEVEL: THREE

DEVELOPMENTAL AREA: WORLD OF WORK

INTEGRATION AREA: MATH, SOCIAL STUDIES,
LANGUAGE ARTS

TITLES: WORK FAMILIES IN ENVIRONMENTS
JOBS IN MY NEIGHBORHOOD
WORLD OF WORK FAMILY WORKERS
TURNING YOUR CLASSROOM INTO A BUSINESS

WORK FAMILIES IN ENVIRONMENTS WORLD OF WORK

DEVELOPMENTAL OBJECTIVE: To develop an awareness of the variety of work in the transportation industry.

Behavioral Objectives:

- A. Given a list of work families, the student will be able to classify the various given family jobs into categories of people, data and things.
- B. Given a list of work families, the student will be able to classify one worker within the transportation industry for each of the following work families: construction, distribution and marketing, communication, health services, general services and homemaker.
- C. Given newspaper ads and a list of work families in the transportation industry the student will be able to place each job in the correct family.
- D. Given pictures of transportation workers the student will categorize the various kinds of work by place, type and/or people.
- E. Given a field trip the student will discuss the people involved in area of transportation and the interdependence of the workers.
- F. Given illustrations and lists of various modes of historical and modern transportation, the student will explain orally the improvements in transportation.

Integration:

Language Arts, Social Studies, Art, Science, Health, and Safety.

Lesson:

Primary Concept: The importance of the workers who provide transportation in a mobile society.

Secondary Concept: That workers in the transportation industry have much public contact and that tact, diplomacy and understanding are necessary.

Activities:

- A. Classify work families:
 - 1. Lists various tasks on work sheets and have students classify according to people, data and things.
 - 2. List all the jobs they can think of that would have transportation.

3. Break into groups have one group discuss air transportation workers another group discuss land transportation workers, and the last group discuss water transportation workers.

B. Classify workers under job families.

1. Have the students select a job family from the following: construction, distribution and marketing, communication, health services, general services and homemaker. Divide into groups. See how many tasks related to transportation they can list.
2. Have the students develop and present a poster series on transportation workers in the job families.
3. View the filmstrips listed under the Story of Transportation (Eye Gabe) a. Transportation in the Air, B. Roads, Bridges and Tunnels, c. Animals in Transportation, d. Transportation on Water.
4. Role playing situations: Have the students pretend that they are going to take a trip on a plane, a bus, or a boat. Roll play the workers who must be involved in order for them to take that ride.

C. Check Newspaper ads for transportation jobs.

1. Using the ad section of the paper have the students see how many jobs would be directly involved with transportation.
2. Interview their parents to discover the various types of workers who ehlp transport people at their jobs.
3. Cut out ads from newspaper and paste them on separate sheets for the transportation job families.

D. Categorize pictures.

1. Given pictures of transportation workers at many different periods in history have the students list the place, type of work and the people.

E. Field Trip.

1. Take the students to the airport, the train station, and the boat docks.
2. Have different groups of students interview the workers.
3. Discuss the many workers involved in the assembly of boats, planes, automobiles, trains etc.
4. Take pictures of the transportation workers and post these on the Transportation Workers Bulletin Board.

F. Improvements in Transportation.

1. Discuss a. Pre historic men with no vehicles or domesticated animals, b. Jinrikisha, a light two wheeled cart pulled by one man. c. Snowshoes to make travel safer and faster on deep snow. d. Horses and mules, as beast of burden, e. The camel, the ship of the desert, f. The Llama, a beast of burden in the mountains of S.A., the elephant, as the automobile of India.
2. Make a mural showing methods of transportation on land.
Ex. Indian travois-dog sleds in Alaska-Chariot races in Rome, Covered Wagons,-Buggies and carriages,-Wagons to carry heavy loads, Locomotives and early trains,-bicycles,-automobiles, taxies, buses, motorcycles, and trucks. One of the three groups of students will work on this mural.
3. Make a transportation on water mural.
Ex. Row boats,-Canoes made by Indians,-Kayaks used by Eskimos Motor boat (the automobile on water with many and various uses) Yacht and sail boat for pleasure,-Ferry boats,-Columbus sailing ships, The Clermont which was the first successful steam boat,-the "floating hotel" steamships of today.-Battleships,-air craft carriers,-Submarines and rubber life rafts. The second group could work on this mural.
4. Make a mural showing transportation in the air.
Ex. Balloons filled with gas, the airplane, the dirigible the helicopter, the jet planes, the space ships. The third group of students will work on this mural.
5. Given a list of men who have helped in the development of transportation the students will select one and give an oral report on his contributions. Ex. James Watt, the power of steam. Robert Fulton, the steamboat. George Stevenson, the railway locomotives, George Pullman, the sleeping car. George Westinghouse, the air brake. Wright Brothers, the first successful airplane. etc.
6. Discuss safety in traveling.

Materials

Art supplies: Mural paper, colored paper, scissors, colored chalk, crayons, paste, glue.

List of work families

Newspaper want ad sections

Pictures of transportation workers

Filmstrips

Film and camera

Evaluation

The students learned that it took a long time to develop our present ways of travel. They saw that it takes many people working together to make traveling easier. They saw that it takes cooperation of many people to transport our food and clothes from the places where they are produced to us.

They began to realize that the responsibilities of workers who transport people have changed throughout the years, and that industrialization and automation have eased the mobility of the people.

About 80% of the objectives were reached.

Title: Jobs in My Neighborhood

Developmental Area: World of Work

Developmental Objectives

1. The child will be aware that the world of work is present in his own neighborhood.

Behavioral Objectives

1. The student will list areas of work found in his own neighborhood.
2. The student can verbally give a job description for one of the jobs found in his neighborhood.
3. The student will role play an occupation found in his neighborhood.

Integration

Social Studies - Unit on different jobs found in the student's neighborhood.

Lesson

Primary Concept: The student will realize that work and jobs are spread throughout his environment.

Secondary Concept: The student will become aware that familiar places and faces are actually occupations and places of work.

Activities

Lesson I. Take a field trip around the school neighborhood and make a list of the neighborhood stores, shops, etc. Discuss who works in the stores and what their jobs concern.

Lesson II. Discuss the different people and their roles in these establishments. Each student works in a group to compose a job description.

Lesson III. Students select an occupation to role play. Stress the use of tools, dress, environment, etc.

Media and Materials

chalk and chalkboard

Evaluation

This TOCMPAC can be evaluated by the following criteria:

1. The student will verbally name five occupations found in his own neighborhood.
2. The student can verbally give a job description for the jobs discussed in the school's neighborhood.

WORLD OF WORK FAMILY WORKERS

GRADE THREE

FRAMEWORK

DEVELOPMENTAL OBJECTIVES:

To develop a positive attitude by the child in relation to his family and their work habits, inside and outside the home.

Behavioral Objectives:

1. Given discussion periods and rap sessions the students will become aware that there is no "good" or "bad" family.
2. Given a list of at least ten people who enhance his life, the child can describe their work.
3. Given a week in his life the student will become aware of and be able to list each family member's responsibility inside and outside his home.
4. Given a lists of tasks the student will become aware that all work (inside and outside the home) has dignity.
5. Given a written assignment on "The Workers in my Family" the student will write and illustrate his book showing the interdependence of workers within his family.

Integration:

Language Arts, Social Studies, Art

Primary Concept: To develop a positive attitude and to make him more aware of the value of cooperation and the necessity and importance of work.

Secondary Concept: To relate this concept to other areas of endeavor.

Activities:

1. What is a family?
 - a. Students will relate what the word "Family" means to them.
 - b. Students will illustrate by drawing pictures of the members of their family.
 - c. Using a bulletin board, the students will post pictures of their families which they have photographed.

- d. Given instructor read stories of different types of families, the students will differentiate qualities that make up different family backgrounds.
- e. Students will roll play various family patterns demonstrating that there is not set pattern for a family. A family is comprised of a group of people who live together within family.
- f. Given the filmstrip Little Lou and His Strange Little Zoo, the students will develop awareness of differences among people and the importance of improving understanding of human relations.
- g. Given the filmstrip What Happens Between People, which shows a misunderstanding with the child's sister and uncle, how the problem occurred, the student will indicate the signs, sound and gestures which are examples of pleasant or unpleasant social interaction.
- h. Students will discuss the different types of families, e.g. Families with both parents, with one parent, with grandparents, with relatives, with guardians.
- i. Students will form groups and discuss their own families.

Who enhances your life?

Interview parents and grandparents to obtain a list of home items that were not available to them as children.

- b. Tour your neighborhood, noting the changes and growth of the area.
- c. Students will list the people that helped them in their work activities over a period of two days.
- d. Interview parents and friends and ask them how their school work helped them in their jobs.

Living and working patterns of families.

- a. Instructor reads to students about various types of homes. e.g., House, apartment, tenement, trailer, etc.
- b. Students draw pictures of their homes and discuss their differences. (stress that a house is not a better "home" than an apartment, tenement or trailer)
- c. Students will identify on a social area map the location of their homes.
- d. Students will list the responsibilities of their parents at home and at work.

- e. Parents will speak to the class about their work within and outside the home.
- f. Students will make finger puppets and act out their concepts of their parents work.
- g. Students will discuss basic needs: food, clothing and shelter and explain that most of the responsibility for providing these falls on the parents.
- h. Students will pantomime what he does to help around the house.
- i. Students will list work activities for which he has been paid.

Students will discuss the problems and inconveniences that would result if workers did not come to their home, e.g. if the lights didn't work and there was no one to fix them, or if the garbage was not collected.

- k. Students will discuss the importance of keeping your home in good condition, that a neat and clean home or classroom requires cooperation of all members.

Media and Materials: Art supplies, crayons, scissors, colored paper, glue. School area map, filmstrips, invitations to parents to speak, charts listing duties, camera and film for family pictures.

Evaluation:

- 1. 90% of the activities met the stated objectives.
- 2. I could have covered non working parents and the effects on the family of living on welfare but I didn't think this was the time for it. I wanted to stress the positive.
- 3. Additional activities to strengthen the TOCMPAC could have been more peer group activities, e.g. Students could have cut out pictures of members of families and in groups decide whether they liked or didn't like people in the pictures. They could have listed work that could not be done alone. Students could have visited suburban communities and discussed the differences. This unit can be followed by a unit on community workers.
- 4. The media and materials were very effective. I would have liked to have had more time to show filmstrips which required response in affective areas of self esteem, interpersonal relationships.
- 5. The male image is absent in many of my children's homes. I would like to have had more male representation in the classroom.
- 6. Activities which included music, physical education and math could have been added.

One aspect of the personal self that makes a child unique is his interest. What does he like to do? What is he curious about? This unit was designed to help him explore his interest and make him more aware of the "work" relationships inside and outside his home. Most of the children found this unit interesting and worthwhile.

Title: Turning Your Classroom into a Business

Framework: The World of Work: Dynamics of the World of Work

The following is assembled as a Toledo, Ohio Career Motivation Package (TOCMPAK) from a working model in the Toledo Public Schools.

The major focus of this TOCMPAK is that of improving the child's behavior so that in the future he will be employable. This behavioral change is brought about by actual doing and experiencing and not through seconded handed teacher lectures on how children "should" behave.

Level: Intermediate Adjusted Curriculum (EMR) or about regular third grade.

DEVELOPMENTAL OBJECTIVES:

1. Awareness

To become aware of the fact that in the working world there is compensation for a job well done.

To become aware of the competition factor in the working world.

To develop an awareness of accepted standards for behavior in an employer, employee situation.

Also expounding upon two developmental objectives by Kenneth B. Hoyt in Career Education: A Newsletter Series, published by SRA.

To develop an awareness that through work people meet their needs.

To develop an awareness that work is a way of fulfilling personal wants.

2. Appreciation

To appreciate the value of currency, be it money or points.

To appreciate the effort that it takes to secure currency or the particular means of exchange.

3. Motivation

To motivate the child to become involved in the classroom learning situation by paralleling his situation with that of a worker involved in his work.

BEHAVIORAL OBJECTIVES:

1. The child will be able to verbally compare earning points with earning money.
2. The child will be able to attend to elementary verbal instructions and remain "on task" throughout.
3. The child will be able to follow elementary verbal instructions with 90% accuracy.
4. The child will conduct simple assessment of his own product quality.
5. The child will behave in an acceptable way in the face of reinforcement or criticism of his product.
6. The student will be able to fill out a blank check.
7. The student will be able to endorse a check.
8. Each child will be able to complete a simple bank deposit slip.
9. The child will be able to use the terms deposit, endorsement, payment, savings and paycheck with accuracy.
10. The child will know the monetary value of all coins in current use in this country.
11. The child will be able to make simple change.
12. The child will be able to explain in his own words the workings of place value in our numerical system, including ones, tens, and hundreds.

LESSON ONE:

Primary Concept: People are rewarded for work which they do.

Activities:**Vicarious**

1. Begin the period by conducting a classroom discussion with the children about their fathers and mothers and their work. Emphasize the fact that parents are paid for their work and introduce the term "paycheck".
2. If the socio-economic level of the area is high you might want to discuss earning an allowance for household chores.
3. Introduce the concept of school as the child's work. Parents are paid for work in the factory or at the office so the child will be paid for work at school.

Simulation

Reward each child who has been doing his work (exhibiting "on-task" behavior) during the discussion period. This becomes the first demonstration of rewarding effects put forth by the children. Be very firm about not rewarding "off-task" behavior, the children will be testing every angle of the reward system in the beginning and if you are firm and fair from the very start the children will strive to meet your standards.

LESSON TWO:

Primary Concept: There are rules that people must follow in order to receive compensation for their efforts.

Secondary Concept: Many rules are already set and are not changeable. Persons in higher positions are usually responsible for rule making and reinforcing.

Activities:

Simulation (in the real world) and Experiencing (in the classroom):

1. Invite a manager, foreman, etc. from a local firm to come to the classroom and talk to the children about the rules at his place of employment. (an even better experience is actually going to a plant and listening to the safety lecture that they give to all new employees. Here it is also possible to look for posted safety rules and regulations, and all other rules which govern the plant and its operations.)
2. After the lecture or upon return to the classroom, introduce a chart containing those teacher made rules such as no fighting, no swearing, etc., which have been enforced since the beginning of the term. You may add any additional rules which the children think are important. Keep this chart in view at all times so when questioned about a reward, or more often a lack of reward, you may immediately refer the particular student involved to the rules for justification of your actions. If, in fact, you are proven wrong do not hesitate to admit it; the children are always on the look-out for partiality.

Note:

From this point on the children should be rewarded for all of their efforts in class. These efforts may come in the form of task accomplishment or exhibition of proper behavior. The main focus of this package is to modify behavior and level of accomplishment so it is essential that the teacher not falter with this aspect.

LESSON THREE:

Primary Concept: Money is of value.

Secondary Concept: Points are much the same as money: they can be lost or stolen and are not refundable.

Activities:

Vicarious:

Conduct a classroom discussion about money, its worth, its desirability, its importance, and the fact that a certain piece of money does not belong to any certain person. If money is lost it is impossible to reclaim it because you cannot prove that it is yours. (The exception being bills in a bank on which the serial numbers have been recorded.)

Simulation:

Give each child an imaginary amount of money, e.g. \$150. Examine the buying power of this money by cutting out items from a catalog. Include pictures and prices of the items and make individual collages of the selections made. When the activity is finished discuss the limitations that the children faced when making their selections. Bring up the thought of what would have happened if you had lost your money.

Materials:

1. Several old catalogs
2. A large sheet of heavy paper for each child.
3. Glue for the children to use
4. Scissors for each child.

The above activity is one that can immediately bring reactions and thoughts; however, the children's everyday dealings with buying through the point system are going to bring more personal "hands on" type of experiences which the children are much more likely to remember.

LESSON FOUR:

Primary Concept: Punctuality is of utmost importance in the world of work.

Secondary Concept: Punctuality is an essential part of school attendance.

Activities:**Simulation:**

Visit an industrial plant or local firm and examine the time clock. If it is at all possible arrange to have the children clock "in" on arrival and "out" on departure. (In Toledo this experience is possible on tours sponsored by McDonald's Restaurants.)

Vicarious:

Upon return to school, discuss arrival and departure times from school. Emphasize the importance of arriving on time. Make a large chart of the times that the children are expected to arrive at school and in other areas as the day progresses, eg., gym, music, art, a different academic group or unit, etc.. Whenever possible, reward the children with points for arriving on time, this is another facet of their work. If you find a child who is perpetually late you are perfectly justified in docking his pay for his tardiness.

Materials:

1. Chart paper
2. Marking pens

LESSON FIVE:

Primary Concept: Certain behaviors are not accepted in the world or work and can result in loss of compensation or even loss of employment. These behaviors are usually judged by a person in a higher position than the worker.

Secondary Concept: Certain behaviors in the classroom will not be rewarded and will result in loss of compensation.

Activities:

Vicarious:

1. Discuss what type of behaviors might be judged unacceptable by an employer.
2. Make a list or chart of these behaviors.

Simulation:

Role play the various behaviors which the children have listed by using an employer, employee situation. There must be a solution in each of the role sequences. Discuss these solutions with the entire group immediately following each session. Examine the feelings of both the employer and the employee throughout the role play sequence.

Experiencing:

Make it clear to the children that if their behavior does not meet the standards acceptable by an employer that they will not receive points. When their behavior resumes "normality", they will once again be eligible for points. If you conduct your classroom in this manner the children will soon realize the significance of proper behavior. Many times this results in a general improvement in the child's behavior and if carried on for the entire school year will soon become a natural way of behaving for the problem child. You have given him a real reason for behaving just as the employer in the real world will be paying him for his work.

LESSON SIX:

Primary Concept:

1. A worker must be able to follow directions which are given to him by his employer.
2. A worker must be able to examine the product he has produced or the task he has performed as a result of his employer's directions, and make corrections where he sees they are needed.
3. A worker must be able to accept criticism, be it positive or negative, and use this criticism to reinforce or modify his next behavior or performance.

Secondary Concept: The three steps listed above also apply to work in school. The student must be able to follow the directions for his task, he must proof his finished work, and he must be able to accept the criticism leveled at him for his performance and use this criticism as a guide when performing a similar task again.

Activities:

Simulation and Experiencing:

Set up a mini-assembly line in the room and mass produce something such as an art project. (Almost any idea you have that fits your classroom situation will be ideal.) For example:

A nice gift for Mother for Christmas or Mother's Day is a bulletin board made from cardboard covered with burlap and decorated with felt flower pots. This project is easily adaptable to the assembly line procedure.

BURLAP BULLETIN BOARDS: An Assembly Line Task:

Station children so that the different job centers are consecutively arranges.

Materials needed:

1. Enough cardboard so that each child will have a 12 x 20 cardboard rectangle. (An empty refrigerator box is an excellent source.)
2. Enough burlap so that each child has a 16 x 24 rectangle.
3. Green, white, yellow, and yellow-green felt; enough so that each child can complete the project using the patterns given at the end of the instructions.
4. Plenty of glue; Elmer's is fine but less expensive brands are equally good.

5. scissors
6. Colored thumb tacks; five for each child.
7. Tagboard patterns of the cardboard backboard, the burlap covering, flower pots, petals, and leaves, and flower centers.
8. Pre-pasted picture rings; one for each child.

The assembly line jobs are consecutively listed. Certain jobs may be divided thus providing more stations, or consolidated and reducing the number of workers required.

1. Trace 12"x20" rectangle on cardboard using the pattern piece which is provided in the station. (The teacher must have all pattern pieces made and in the stations ready for the children to use.)
2. Cut out rectangle. (This job can be divided among as many as 4 children, one for each side.)
3. Mark off 16"x24" rectangle on burlap by tracing the pattern piece which is provided in the station.
4. Cut out burlap rectangle.
5. Coat one side of cardboard rectangle with glue.
6. Adhere burlap rectangle to cardboard.
7. Glue around edges on the back side of the rectangle.
8. Fold burlap over edge of cardboard and adhere to back. (Jobs 7 and 8 can be done by 2 to 8 students.)
9. Trace flower pot from the pattern piece which is provided onto the green felt.
10. Cut out flower pots.
11. Glue flower pot onto left-hand corner of burlap covered board.
12. From pattern piece provided in the station, trace stem from the yellow-green felt.
13. Cut out stem.
14. Glue the stem onto the board at the top of the flower pot. (Jobs 12, 13, and 14 can easily be combined.)
15. Trace leaves from pattern on the yellow green felt. Two leaves for each flower.)
16. Cut out the leaves.

17. Glue leaves onto the stem.
18. Trace six petals for each flower from the white felt, using the provided pattern.
19. Cut out the petals.
20. Glue on the petals.
21. Trace circles from yellow felt using the provided pattern.
22. Cut out the circles.
23. Glue the circles in the middle of the flower petals.
24. Place five colored thumb tacks on the far right hand side of the bulletin board.
25. Place a pre-pasted picture ring on the back of each bulletin board.

After completion of this activity, a class discussion of the project will be a good stimulus for bringing up the concepts of listening, following directions, and accepting criticism. If your school has video-tape equipment available this project is the perfect time to use it. With a tape it would be possible to analyze just how well we do listen, follow directions, and accept constructive criticism by actually seeing ourselves in action.

Follow-up:

If possible, visit a large plant where an assembly line is in process. (An excellent example around Toledo is the Ford Plant in Dearborn, Michigan.) Be looking for examples of listening, following directions, and accepting constructive criticism.

DO NOT FORGET TO GIVE THE WORKERS POINTS FOR THEIR LABORS!

A few Suggested Ways in Which Points May be Given and Recorded

Sample One:

In one corner of the chalk board list the name of each child in the class or group. As the child earns points, assign tally marks beside his name to indicate the specific number that he earned at this point.

Bobby		
Donna		
Leroy		
Dorsia		
Frank		

Sample Two:

Attach a small slip of paper to each child's desk. As the child earns the points record them on the slip on his desk using tally marks, colored stickers, rubber stamps, etc.

This is a vital part of the entire system and may not be deleted; however, any and all modifications of this component are encouraged. The important function here is that there is an accurate, daily record kept of the child's earnings which the child may readily examine.

Ways in Which Points May Be Received

As the days begin to pass the children will be accumulating varying numbers of points. Once each day the child's daily total of points is added to his previous day's total and a grand total is accumulated. For example, John earned 25 points on the first day of the point system. On the second day John earned 15 points. John's grand total now becomes 40 points, etc.

Sample One:

Point Slip:

The grand total of each child's points is recorded on a slip of paper each day. This slip is dated and signed by the teacher or whoever is distributing the points. The child has only one point slip in his possession at a time; this is true because in order to validate his previous grand total he must turn in his old point slip for the distributor to use. He is then given the new slip and the old one is destroyed.

November 1, 1974

Jeff Jones

178

*Any adaption
of this slip
is fine* →

Miss Smith



Sample Two:

Bank Check

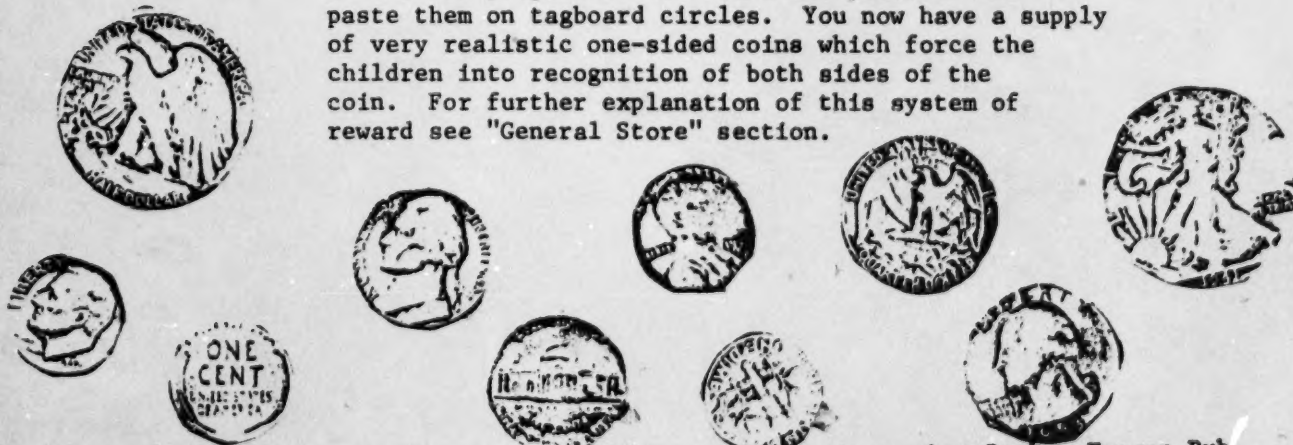
Each child is issued a simulated check every day as his personal pay check. This is a very realistic approach and appeals especially to the older child. (See Banking System for further explanation of the system.)

Lagrange School Lagrange & Erie St. Toledo, Ohio 43604		56-14 412
PAY TO THE ORDER OF _____		19 _____
_____		\$ _____
_____		DOLLARS
MEMO _____		
⑆04120014⑆		

Sample Three:

Imitation Coin Reward System

With this method, each child is issued an imitation coin for the points he has earned. If you give an average of 10 points a day you may desire to give a penny a point. If the average number of points is higher than 10 you may wish to issue one cent for every five points, eg., Ted has 35 points so he receives 7¢ for his day's work. You may use the imitation money which can be purchased at a dime store; however, these coins do not look too realistic. If an old Money Makes Sense workbook is available there are hundreds of life size pictures of real coins inside. Make it a class project to cut out these pictures and paste them on tagboard circles. You now have a supply of very realistic one-sided coins which force the children into recognition of both sides of the coin. For further explanation of this system of reward see "General Store" section.



Money Makes Sense. Kahn and Hanna, Pacemaker Books, Fearon Pub.

Rewarding the Child for His Points:

The simple joy of accumulating points is not enough to keep the children in active pursuit of them. There must be an ultimate reward. This is also the most effective way to teach the value of currency and its buying power. If you waste your points on many little things then you will not have enough to buy those large prizes that you might really desire.

The following are several different ways of rewarding the children. These methods have been tested and have proven effective. I have chosen not to itemize each lesson in order that the individual teacher might customize these systems to fit her particular grouping of children.

GRAND PRIZE PARTY:

This is a very effective system to use at the beginning of the year as the children are becoming familiar with the point system itself. The "Grand Prize Party" method of reward requires that each child keep the points he earns for a specified period of time. (I have used from September to Christmas which is an excellent time for a prize party.) Each child is ranked according to the number of points he has, from most to least. This can be made into a race, if the children are aware of their standing you will find fierce point earning battles to advance in the rank order. At party time there must be enough prizes so that each child will receive something; however, the student with the most points gets to pick first, etc. The children at the bottom of the list usually see the big prizes that they desired chosen before their turn and they end up with something such as a bottle of glue or pencils. This experience serves as an awakening to the fact that points are of value and desirable, much the same as money, and most children will try much harder to earn more for the next party.

GENERAL STORE REWARD SYSTEM:

In this system of reward it is very possible to incorporate money values, making change, etc. For a specified number of points a child earns a specified amount of money, eg., 1 point equals 1¢, etc. At the end of each day give the child the specific amount of money that he has earned (in play currency of course). The child is responsible for keeping his money and if he loses it there is no way to replace it.

In one area of the room establish a General Store. This store can be easily constructed from a refrigerator box. Fill the store with items such as pencils, paper, crayons, small toys, jewelery, etc. I particularly enjoy selling tickets to dinner, the movies, ice cream and candy shop, etc. which are redeemed by taking a trip with "teacher" after school. Each item in the store is assigned a monetary value, pencils etc. being of little value in comparison with the values of the tickets.

This is an excellent system for a classroom in which there is a great deal of diversity among the pupils. Those children who require an immediate reward are reinforced by buying pencils, paper, etc. with the points they earn from day to day. Those children who are able to work toward long range goals are able to work toward long range goals are enticed to do so by the tickets.

Mathematical applications:

The "General Store" concept is perfect for reinforcing lessons in money value, counting, and making change. These concepts can be taught in a variety of ways of which the teacher is free to choose her own.

BANKING SYSTEM:

When points are earned by the children and distributed by the teacher, they are treated much the same as money; they are not refunded or replaced if they are lost or stolen. This is an excellent device to use when trying to develop good money handling habits. If a child does lost his points after several weeks accumulation he will suffer a substantial loss. In the real world people have an alternative to hoarding their money under the mattress, they may deposit their money in the bank for safekeeping. This is exactly why the banking system emerged.

Banking Session One:

To open a savings account in the bank each child must fill out an application. This application may contain any questions that the teacher finds pertinent to her classroom.

Conduct a class discussion about the purpose of the bank (savings accounts only--no checking accounts, however, in more advanced situations they could be incorporated). The purpose of the application must be set forth; so that the bank knows that you want an account and it has a record of your where abouts. And finally the children must know that banking is not mandatory, it is simply an alternative to hoarding their points in a little book in their desk.

Banking Session Two:

Each child who completed an application is issued a bank book. A sample bank book is found on the next page. Instructions must be given as to how to deposit a check in the bank. First the student must learn how to endorse his check. Secondly, a deposit slip must be filled out which includes the total

number of points the student has in the bank plus the amount of his deposit equalling his new total in the bank. A deposit slip must be presented to the banker, in this case the teacher took over the teller's duties; however, more proficient children love to become involved as tellers, as each transaction is carried out.

Banking Session Three:

Visit a local bank (within walking distance of the school would cut down on transportation expenses.) Arrange to have a employee show the children the steps involved in depositing a check and the different duties that the teller must do to make the transaction. Have a bank official talk to the children about bank policies on improper endorsement incorrect deposit slips, and making a deposit without a savings book.

Return to the classroom and write an experience story about what we saw and learned.

This should impress the children enough that they become very careful with their banking deposits.

SAMPLE DEPOSIT SLIP

LAGRANGE SAVINGS BANK

210 Lagrange School

DEPOSIT SLIP

Number of points
you have

Amount of deposit

Total

SAMPLE BANK BOOK

LAGRANGE SAVINGS BANK		Date	Deposit	Points
		1-7-74	25	25
		1-8-74	36	61
		1-9-74	10	71
Savings Account				
Name:				
Address:				
City:				
School:				
Grade:				